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ABSTRACT

This booklet contains most of the materials needed by the learning group leaders and group participants in Zimbabwe's Cooperative Member Education Campaign. The 10 meetings in this course focus on cooperatives. Detailed instructions for learning group leaders present specific suggestions for conducting the meetings, including what to say, questions to ask, and activities to conduct. Handouts for participants are provided as needed. Topics of the 10 meetings are the following: This Cooperative Member Education Campaign: What It Is About, The Meaning of Cooperation, Different Sorts of Cooperative, More about Different Sorts of Cooperative, Cooperative Activities, How to Choose the Best Activity, Cooperative Organization, Cooperative Benefits--Inputs and Transport, Cooperative Benefits--Production and Marketing, and Ourselves. (YLB)

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CO-OPERATIVE MEMBER EDUCATION CAMPAIGN

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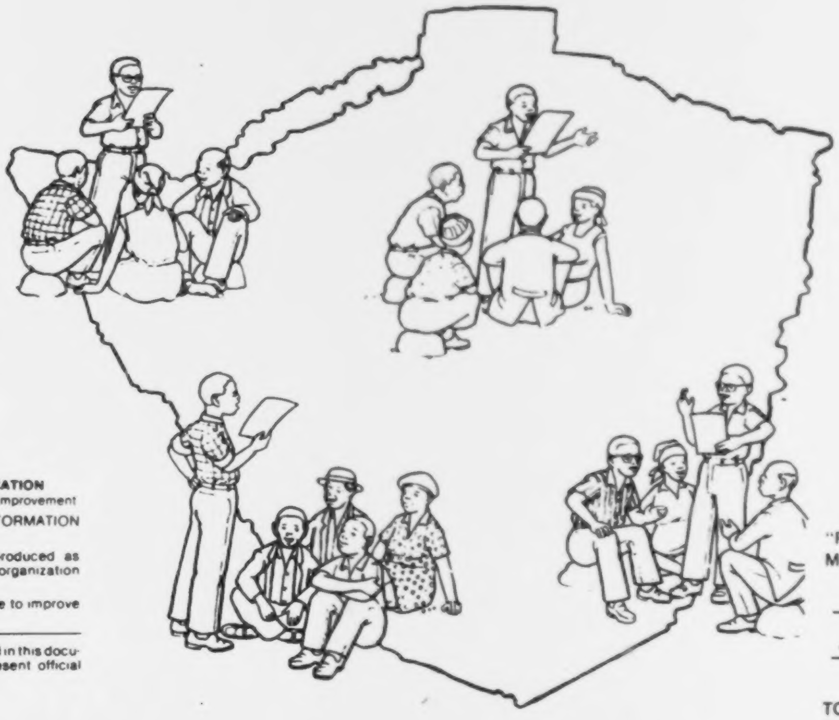
Instructions to Learning Group Leaders and Hand-outs To Learning Group Participants



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COURSE ONE

"GETTING STARTED"

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DEPARTMENT OF CO-OPERATIVE DEVELOPMENT
MINISTRY OF LANDS, RESETTLEMENT & RURAL DEVELOPMENT
GOVERNMENT OF ZIMBABWE

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DEPARTMENT OF CO-OPERATIVE DEVELOPMENT
MINISTRY OF LANDS, RESETTLEMENT & RURAL DEVELOPMENT
GOVERNMENT OF ZIMBABWE

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN

INSTRUCTIONS TO LEARNING GROUP LEADERS AND HAND-OUTS TO LEARNING GROUP PARTICIPANTS

COURSE ONE

"GETTING STARTED"

---

1. "This Co-operative Member Education Campaign: What it is about"
2. "The Meaning of Co-operation"
3. "Different Sorts of Co-operative"
4. "More about Different Sorts of Co-operative"
5. "Co-operative Activities"
6. "How to Choose the Best Activity"
7. "Co-operative Organisation"
8. "Co-operative Benefits - Inputs and Transport"
9. "Co-operative Benefits - Production and Marketing"
10. "Ourselves"

Harare
November 1984

ZIMBABWE
CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
1984

INSTRUCTIONS TO LEARNING GROUP LEADERS

AND

HAND-OUTS TO LEARNING GROUP PARTICIPANTS

LEARNING GROUP LEADER ______________________

EDUCATION SECRETARY ______________________

CO-OPERATIVE SOCIETY ______________________

____

DISTRICT ______________________

ACKNOWLEDGEMENTS

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Harare
November 1984

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CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
NOTES FOR LEARNING GROUP LEADERS

###################################
"NOTES FOR LEARNING GROUP LEADERS"
###################################

Dear Learning Group Leader

You are the Learning Group Leader. You have a very important job in this Co-operative Member Education Campaign.

These "*Instructions to Learning Group Leaders*" will help you to do that job.

You are not a teacher. So you do not need to know all the answers to the questions and problems.

Your job is to help the group go through the meetings, using these "*Instructions to Learning Group Leaders*".

THIS BOOK

This book contains most of the information you will need.

For each meeting, there is a chapter of instructions. It starts with a heading like at the one at the top of this page.

INSTRUCTIONS

In the chapter, there are some instructions to you. INSTRUCTIONS to you are always written in BIG LETTERS LIKE THIS.

Often it is written:

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

Where you see that, make a tick in the box. That reminds you that you have finished with that part.

After the first few times, instead of LEARNING GROUP LEADER being written out in full like that, it is shortened to LGL, like this:

LGL: NOW TICK THIS BOX ☐

Tick that one now, for practice. Always have a pen or pencil with you at the meetings.

DISCUSSIONS

Sometimes there will be discussions.

You will find an instruction like this:

***** PAUSE DISCUSSION
ABOUT SOMETHING

When you see that, you stop reading. The whole group will have a discussion.

BREAK

Sometimes you will find an instruction like this:

***** BREAK DISCUSSION

When you see that, you stop reading. The whole group can take a short rest. Members can move around if they wish. After 5 minutes you should call them back to the meeting.

QUESTIONS

Sometimes you will find this:

??? QUESTION
ABOUT SOMETHING

Then you ask the question. The members of the group will try to answer. You are one of the group. So you will try to answer it as well.

PICTURES

You will be given a set of large pictures.

In these *"Instructions to Learning Group Leaders"*, you will find small pictures.

The small picture 1 shows the same things as the large picture 1. Small picture 2 is the same as large picture 2, and so on.

Always make sure that the large picture that you are showing the group is the same as the small one in this book.

To help you, the pictures are numbered. The same number appears on the big picture and the small picture.

HELP

You are not alone. If you have problems, the Learning Group should try to help you. Explain the problem to the group.

If the problem is too difficult to be solved by the group, ask the Education Secretary to help.

You are allowed to write in this book. In fact you should write your name in it, straight away, on page 1. On the next page, you may write down any notes about what the Education Secretary and the Co-op Oficer tell you.

COMMENTS AND QUESTIONS FOR THE EDUCATION SECRETARY

At the end of the book, there are some pages where you can write down any comments.

These may be your own comments. Or they may be comments suggested by a member of the group.

You may also write there any questions for the Education Secretary.

LIST OF PARTICIPANTS

Also at the end of this book is a List of Participants.

You should write the names of the participants on this, during the first meeting.

After the meeting, copy the list onto the spare sheet of paper, which is also headed LIST OF PARTICIPANTS.

Put the spare copy into the envelope provided. Give it to the Education Secretary to post.

REGISTER OF ATTENDANCE

You should also copy the names of the participants onto the Register of Attendance.

That Register is the last page of the book.

During every meeting, you should call out the names of the participants and note down who is present and who is absent.

PREPARING FOR THE FIRST MEETING

Before the first meeting, you should look right through this book.

In particular, look at the *"Instructions to Learning Group Leaders"* for Meeting One.

See if there is anything you do not understand. If so, ask the Education Secretary for advice before the meeting.
Before the meetings begin, you will have a meeting with your Education Secretary and Co-op Officer. They will give you some advice about the meetings.

We wish,you good luck and thank you for helping everyone by doing this work.

Yours sincerely

Campaign Organisers

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
LEARNING GROUP LEADER'S OWN NOTES

****
"LEARNING GROUP LEADER'S OWN NOTES"
****

Use this page to make your own notes.
You can write here anything,
that the Education Secretary or
the Co-operative Officer mentions,
that you want to remember for the meetings.

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CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 1 OF COURSE 1: "THE CO-OP MEMBER EDUCATION CAMPAIGN - WHAT IT IS ABOUT"

"THIS CO-OP MEMBER EDUCATION CAMPAIGN"

WELCOME

This is the first meeting of the new education campaign. The campaign is called the Co-operative Member Education Campaign.

We are co-operative members. So this campaign is for us. It is also for thousands of other co-op members in Zimbabwe.

The campaign is an Education Campaign. Education means learning. Learning does not only happen at school.

As adults, there is much that we learn from experience. That experience may be our own or someone else's experience.

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

HOW WE SHOULD SIT

At these meetings, we should sit so that everyone can see and hear everyone else.

We can talk sitting down. Of course, if someone wants to speak standing up, he or she may do so.

Let us make sure now that we are sitting so that everyone is comfortable.

LGL: TRY TO GET EVERYONE SITTING IN A CIRCLE. THEN TICK THIS BOX ☐

ATTENDANCE AT MEETINGS

Before we go any further, let us count how many are here at our first meeting today:

***** PAUSE COUNT HOW MANY?

Now each one of us should stand up and say our names, even if we know each other already.

As Learning Group Leader, I shall note down the names on a special form.

### EACH MEMBER SAYS HIS OR HER NAME.

LEARNING GROUP LEADER: MAKE A LIST OF THE NAMES;
WRITE THEM ON THE SPECIAL PAPER HEADED
"LIST OF LEARNING GROUP PARTICIPANTS".
THE LIST IS AT THE BACK OF THIS BOOK OF PAPERS.

Attendance at these meetings is not compulsory. We shall decide for ourselves whether to attend the meetings; but the organisers who like to know who attends.

So at each meeting we shall fill in the Register of Attendance.

LEARNING GROUP LEADER: NOW TURN TO THE REGISTER OF ATTENDANCE.
WRITE TODAY'S DATE UNDER THE COLUMN FOR "MEETING ONE."
MARK "P" AGAINST THE NAMES OF EVERYONE AT THE MEETING TODAY.

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

THE MEETING TODAY

At this first meeting, we shall learn something about the campaign. Then we shall know what to expect at the later meetings. Meetings like this will be the main part of the campaign.

What will happen at these meetings? We shall hear what is read out from these notes. Listening to what is read out will take up about half of the meeting. The whole meeting will take about 2 hours.

??? QUESTIONS "Any problems so far?
Can everyone hear what is being said?

DISCUSSIONS

We shall also have a lot of discussions. Everyone should be able to hear the discussions clearly because discussion is an important part of the meeting. So we should take turns to talk, in the usual way.

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

BREAKS

Sometimes we can have a break. A break is a sort of short rest between different tasks.

During a break, we can all discuss among ourselves what we have heard.

We can also move about, if we want to, and stretch our legs; but when it is time to start again, everyone should sit down and let the meeting start again.

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

DIFFICULT QUESTIONS

If we are not able to answer our own questions, we should try to find out the answers before the next meeting.

We shall come back to this point in a few minutes time.

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

LGL: NOW START READING AGAIN

REASON FOR HAVING DISCUSSIONS

The reason for having discussions is that we can learn from each other.

Many members know a lot about co-operatives already. They can teach the others.

Also we might read something new in the newspaper, or hear something on the radio, that could be brought into the discussions.

We have all spoken already at this meeting, when we gave our names. So no-one should be afraid to speak up. Discussions can include questions as well as new information.

Let us have a discussion now about radio programmes. We should find out who has a radio.

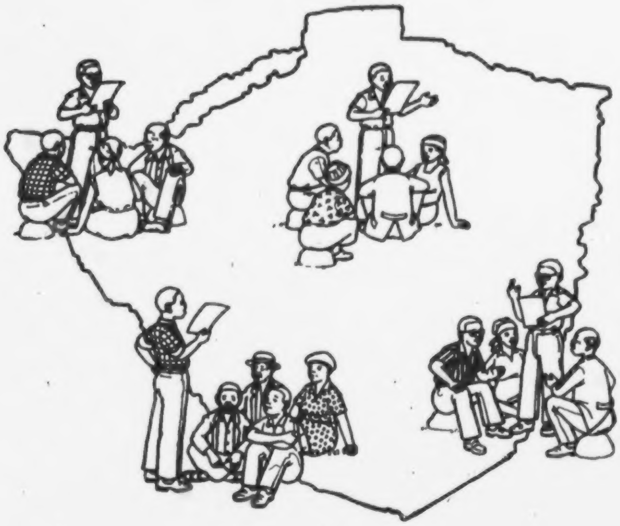
Could we arrange to hear the programme about co-operatives?

***** DISCUSSION ABOUT RADIO PROGRAMMES

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

PICTURES

Also there will be pictures.
Here is the first picture.



1

This first picture gives us an idea about the whole campaign. The campaign is going on all over Zimbabwe.

QUESTIONS

Quite often there will be questions for us to try to answer. If we cannot answer a question, we should try to find out the answer, before the next meeting.

We could ask the Education Secretary to help us. If the Education Secretary cannot answer the question, he will ask the co-op officer.

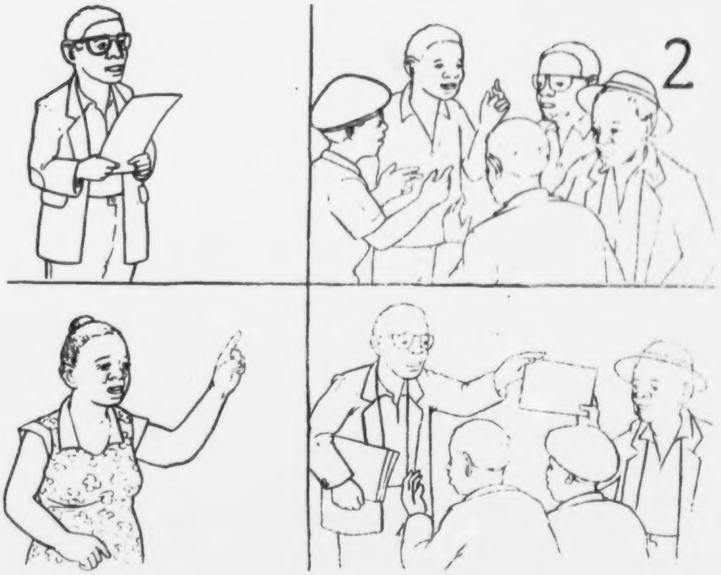
If the question is so difficult that the co-op officer does not know the answer, then he will find out from the Provincial Co-op Officer.

LEARNING GROUP LEADER: NOW TICK THIS BOX ☐

THE HAND-OUTS

At the end of each meeting, everyone will get a piece of paper with the main points written on it.

This will be the *"hand-out"*. The main points from the meeting will be listed in the hand-outs.



Look at this picture. It is divided into four squares. The first square there is a picture of a Learning Group Leader, reading.

Here in the second square, we are having a discussion. In the third square, here, someone is answering a question.

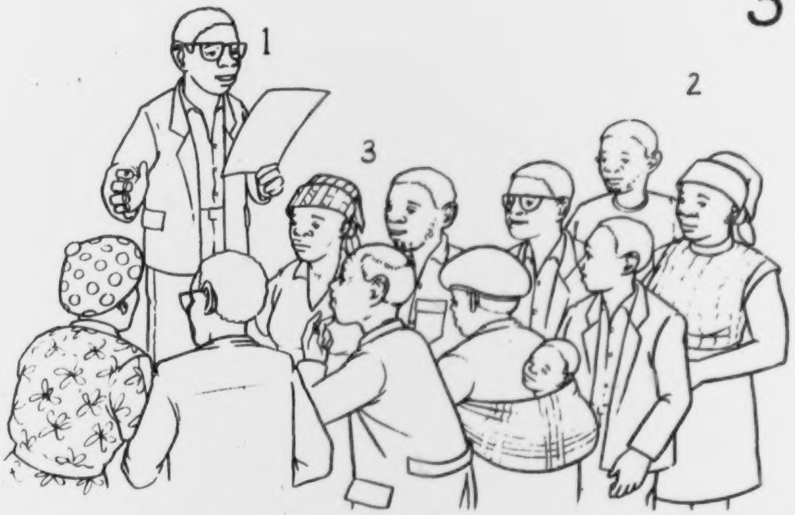
The last square, here, shows the end of the meeting. Everyone is getting the hand-outs.

??? QUESTIONS "Anyone have any problems?
Can everyone understand what I have been saying?
Is there anything we should go over again?

LGL: IF THERE ARE ANY PROBLEMS,
GO OVER THE FIRST PART AGAIN.

LGL: NOW TICK THIS BOX ☐

3



Now look at this picture. It shows a Learning Group like ours. The Learning Group Leader is here (1). Learning Group participants are here (2). This one here (3), this could be you, Mr (or Mrs or Miss)...............

We are all members of the Learning Group. I am the Learning Group Leader because I was asked to do the job of reading.

That does not mean that I should do all the talking. As a group, we should help each other to learn and to understand.

The learning group is **not like a school.** At school, the teacher faces the class and instructs the pupils.

Here, in our learning group, we sit in a circle. We are all the teachers and we are all the pupils.

LGL: NOW TICK THIS BOX ☐

THE MEETINGS

Later in the course, we shall have a meeting about co-operative organisation. That will be Meeting Seven.

At that meeting, we shall go into details about the work of committees.

The committees of co-operative societies do most of their work at meetings, like this.

In business, meetings are where new ideas are brought out and important decisions are made.

Our meeting here is quite like all those other meetings. We are able to learn some things, discuss some things and ask some questions.

LGL: NOW TICK THIS BOX ☐

Let us have a discussion, now. We could talk about the sort of meetings we have attended.

Examples could be: family meetings, co-op meetings, political meetings, school meetings. There are many sorts of meetings.

??? DISCUSSION: "What sort of meetings have we attended before?
What was the purpose of those meetings?
How long did they take?
Did the meetings have any useful results?
How did those other meetings differ from our Learning Group Meeting?"

LGL: NOW TICK THIS BOX ☐

AFTER DISCUSSION,
START READING AGAIN:

THE EDUCATION SECRETARY

Several times, I have mentioned the Education Secretary. He (or she) is a member of our society. He (or she) was given some training on how to get these meetings started.

He (or she) helped the Learning Group Leaders to get ready for the meetings. Now he (or she) can help us to work out any problems that occur.

WHY THESE MEETINGS HAVE BEEN ARRANGED

These meetings have been arranged by the Department of Co-operative Development. The meetings are free; no-one has to pay anything. The Department has organised the meetings to help those who wish to learn more about co-operation.

The Department is part of the Ministry of Lands, Resettlement and Rural Development. That is a new Ministry that was created after Independence.

The Co-op Officer is a member of the Department of Co-operative Development. The Department is not just in Harare. It is everywhere that you see the Co-op Officers.

The job of the co-op officers is to help people in co-operatives, not to tell them what to do. Co-operative members decide for themselves what they should do.

??? QUESTIONS "Does anyone know the name of our co-op officer here?
Has anyone met the Co-op Officer?"
If so, what did you discuss?

If possible, we should know the name of the local co-op officer.

LGL: IF ANYONE KNOWS THE NAME
OF THE LOCAL CO-OP OFFICER
WHO WORKS WITH US
WRITE IT DOWN HERE:

Our co-op officer is ____________________________

IF NO-ONE KNOWS THE NAME OF THE LOCAL CO-OP OFFICER, SAY:

"We should ask our Education Secretary to find out who is our Co-op Officer."

LGL: NOW TICK THIS BOX ☐

THE CAMPAIGN

There will be ten meetings in this series. This will be a whole course of meetings.

We should try to come to all the meetings because in each one we shall hear something new.

If anyone misses a meeting, he might not understand everything next time.

If you DO miss a meeting, do still come to the one after. It would still be better to come back than to drop out just because you had missed one.

LGL: NOW TICK THIS BOX ☐

OUR OWN ARRANGEMENTS

We should decide for ourselves when to have these meetings. Should they be weekly? If so, on which day?

At what time should we have our meetings? Let us have a short discussion about those matters.

***** PAUSE DISCUSSION
ABOUT THE DAY AND TIME
WE WISH TO CHOOSE FOR MEETINGS

LGL: WRITE DOWN THE AGREED DAY ____________________ AND TIME ________

We should also decide what to do if there is another meeting, at the same time as our regular meeting.

We could make arrangements about improving or changing our meeting place, if we find that it is not very suitable.

We can discuss and decide any other arrangements that we want to make, about our meetings.

***** PAUSE DISCUSSION
ABOUT ARRANGEMENTS FOR OUR MEETINGS

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE MEANING OF CO-OPERATION
Now it is time to look at a new subject.

The subject is *"Co-operation."*

??? QUESTIONS: *"Co-operation"* - What does it mean?
What do we understand about the idea of co-operation?
Can we say what the word *"co-operation"* means to us?
How could we explain *"co-operation"* so that others could understand?

LGL: NOW TICK THIS BOX ☐

CO-OPERATION IS WORKING TOGETHER
Working together is co-operation. Some people say all sorts of things about co-ops. They say good things and bad things. Some of what they say is true; some is not true.

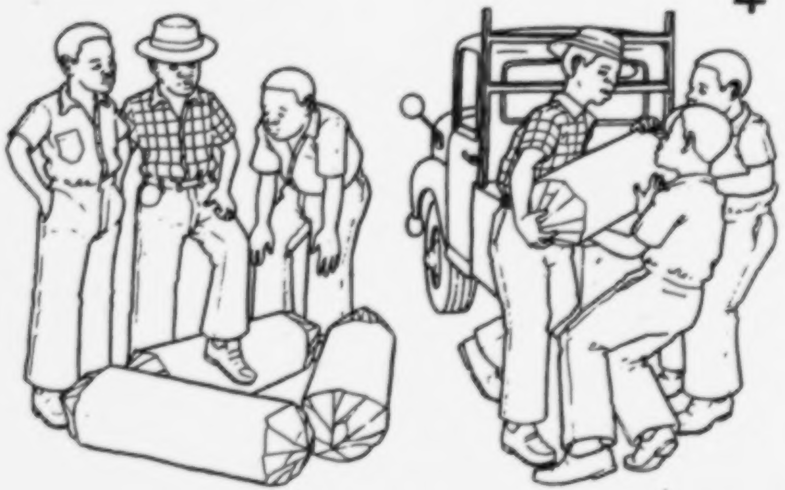
But no-one can argue about working together. Working together is co-operation; and if working together is a good and necessary thing, then co-operation is good and necessary.

Do we really need co-operation? Consider this story: three men want to take three logs from the wood to their village.

LGL: NOW TICK THIS BOX ☐

Here they are in the wood and here are the three heavy logs.

4



These lucky men have a lorry to take the logs most of the way; but each log is too heavy for one man to lift. So what do they do?

I think it is very obvious. They work together to put the logs onto the lorry.

That is co-operation. Without co-operation, they would never get the logs home. By co-operating, they manage it easily.

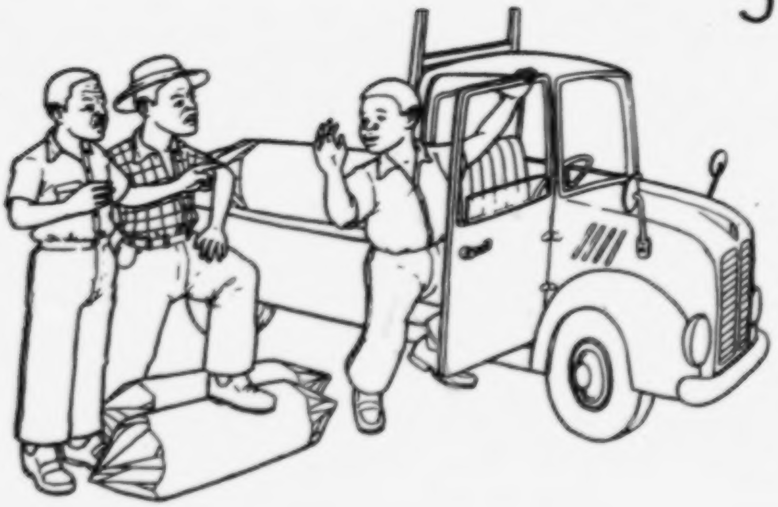
Of course, they must agree about what they are doing. They must bend down together and lift together.

Even if they know what to do, they have to organise themselves to lift the logs because they are still heavy, even for three men lifting together. They have to organise themselves to lift at the same time and in the right places.

Now, in our story one of the men is really selfish. When the first log is on the lorry, he says:

"Okay, that is my log on the lorry. You wait. I am going to take this one to my place because I am in a big hurry."

5



What is likely to happen in the story of the 3 men? Let us discuss this now.

***** PAUSE DISCUSSION
ABOUT THE STORY OF THE THREE MEN

LGL: NOW TICK THIS BOX ☐

AT THE NEXT MEETING

Now we do not have enough time to finish this story. There will be some more of it at the next meeting.

At the next meeting, we shall also hear some things about the meaning of co-operation.

Between now and the next meeting, we should think about the meaning of co-operation.

Anyone who sees something interesting in the newspaper could tell us about it, next time. He or she could bring the newspaper to the meeting.

In the same way, if anyone manages to hear the radio programme on co-operatives, that could be mentioned in the discussions next week.

LGL: NOW TICK THIS BOX ☐

SUMMARY

Finally, let me remind you of what we covered at the meeting today. Firstly we got an idea about the whole campaign.

SHOW PICTURE ONE AGAIN

Then we learned that the Department of Co-operative Development is organising this campaign. PICTURE TWO AGAIN

Then we had our Learning Group here. PICTURE THREE AGAIN

NOW PICTURE FOUR AGAIN.

This one showed us the three men co-operating. We understand the meaning of co-operation, like this.

PICTURE FIVE AGAIN

But this one shows how one man stopped co-operating. That brought us to the end of the lesson; but it is not the end of the meeting. Now we can discuss what we heard.

***** PAUSE DISCUSSION

What did we like about this meeting?

What did we not like?

What can we do about the things we did not like?

What shall we tell the Education Secretary about this meeting?

LGL: NOW TICK THIS BOX ☐

READING THE HAND-OUT

Before I give out the hand-outs, someone should read it out to the group. Would someone else like to read the hand-out?

***** SOME-ONE READS OUT THE HAND-OUT

LGL: NOW GIVE OUT ONE HAND-OUT TO EACH PARTICIPANT

****

END OF FIRST MEETING

****

HANDOUT 1

"THIS CO-OPERATIVE MEMBER EDUCATION CAMPAIGN"

WELCOME

We had the first meeting of the new education campaign.

The campaign is called the Co-operative Member Education Campaign.

We are co-operative members. So this campaign is for us.

It is also for thousands of other co-op members in Zimbabwe.

OUR LEARNING GROUP

We are the learning group.

Our learning group leader is one of us. He (or she) will help us by reading out some information.

We must help each other by sharing our ideas. The discussions are important to us.

If there are questions that no-one can answer, then we should ask the Education Secretary to find out the answer for us.

THESE MEETINGS

At these meetings:

- We hear what the learning group leader reads out.
- We discuss it.
- There will be pictures.
- There will be questions.

At the end of each meeting, everyone will get a handout like this. People who cannot read will still get the hand-out. They might learn to read it later.

DEPARTMENT OF CO-OPERATIVE DEVELOPMENT

The Department of Co-operative Development arranged these meetings. The Co-op Officer is a member of that Department.

THE MEANING OF CO-OPERATION

Co-operation is working together. People working together can achieve more than they would by themselves.

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 2 OF COURSE 1: "THE MEANING OF CO-OPERATION"

"MEANING OF CO-OPERATION"

WELCOME

This is the second meeting of the campaign. At the first meeting, how many members were present?.

??? QUESTION: How many members came last time?

Let us stop and count how many we have today.

PAUSE COUNT HOW MANY?

Now we must complete the Register of Attendance.

LGL: TURN TO THE REGISTER OF ATTENDANCE, AT THE END OF THIS BOOK. COMPLETE IT FOR MEETING 2 IN THE SAME WAY AS THE FIRST TIME.

NOW START READING AGAIN

At the first meeting, we heard about how these meetings are organised. Let us hear again the most important thing about them.

THE REASON FOR THESE MEETINGS

"Why are we having these meetings?" We came to the first one because we were invited; but that is not the whole story.

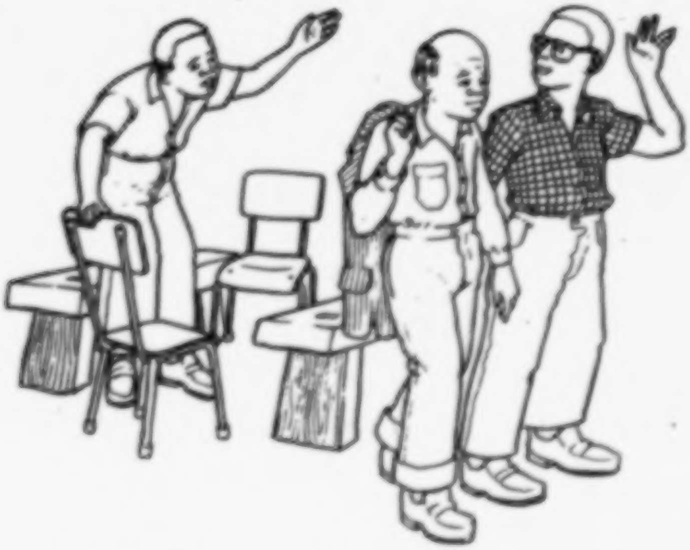
The main reason is that we want education. This is a programme of education about co-operation.

Our Government can help us a lot with education. In the Department of Co-operative Development, naturally they know a lot about co-operation in Zimbabwe and in other countries.

To become really useful, this information has to be spread around the country. It will be brought to us at these meetings.

LGL: NOW TICK THIS BOX ☐

Those of us at these meetings should tell other people about them and about what we have learned, like in this picture.



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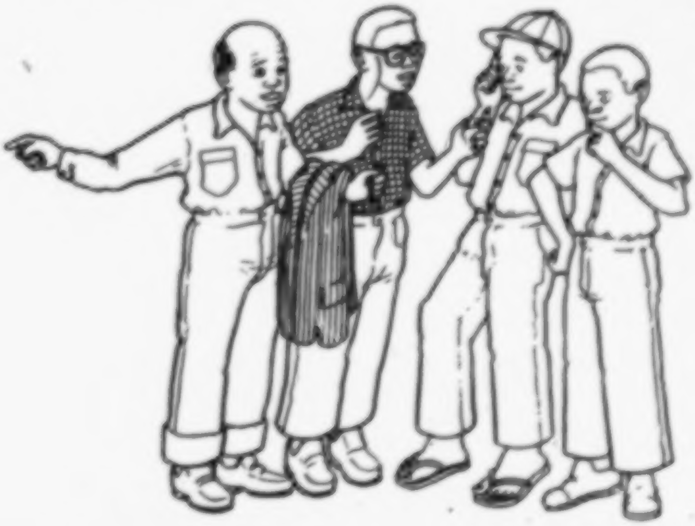
Here we are leaving the meeting. We are talking about what we heard.



7

This picture could be us, telling other people about the meeting.

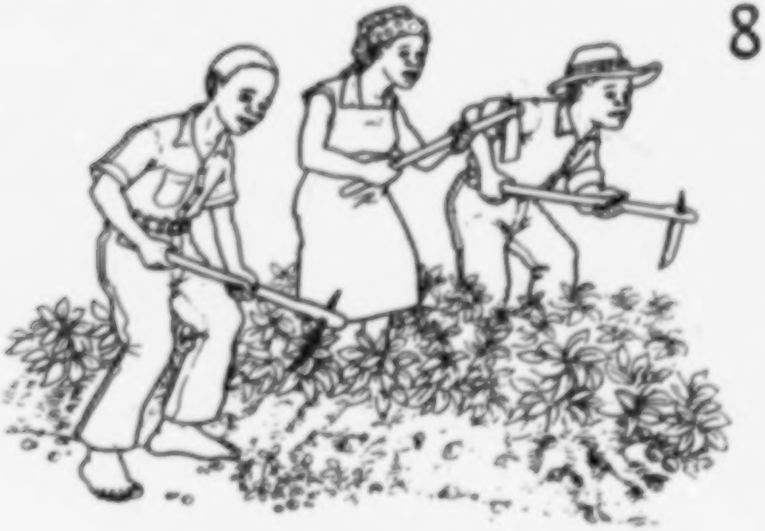
???   QUESTION: Did anyone tell someone else about these meetings?

LGL: NOW TICK THIS BOX ☐

NEW IDEAS

Our Government would also like us to know what is NEW about co-operation in Zimbabwe. There are many new ideas and new ways of doing things.

One of the new ideas is the formation of collective co-operatives. Here is a picture of members of a collective co-op.



8

We see that the members are working together in the field.

Very many new co-operatives have been formed in Zimbabwe since Independence. They do many different things.

There is a tea-growing co-op in Nyanga. In Matabeleland South, there is a pig-fattening co-op. In Bulawayo, one society runs a night-club!

LGL: NOW TICK THIS BOX ☐

In Harare, there is a society that makes.statues. Another group of men and women formed a co-operative of security guards.

One co-operative re-opened a chrome mine. Another started a printing business.

The Government wants everyone to know about new co-operative ideas, including new activities and new forms of organisation.

If we like the new ideas, we can use them. If we do not like them, we are not forced to use them. At least, it is better that we should know about them and discuss them.

LGL: NOW TICK THIS BOX ☐

Let us now discuss our own ideas about co-operation. Did anyone hear anything interesting on the radio? Or read anything useful in the newspaper?

LGL: IF ANYONE BROUGHT A NEWSPAPER,
HE OR SHE COULD READ OUT AN
ARTICLE OR LETTER ABOUT CO-OPERATIVES

If not, we can talk about our own experience and things that we remember reading and hearing, before last week.

Can anyone start the discussion by saying something about new ideas about co-operation?

***** PAUSE DISCUSSION
ABOUT GETTING NEW IDEAS

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

GETTING NEW IDEAS

There are many ways to get new ideas about co-operation. One way, of course, is to attend these meetings.

Another way is to read the newspapers. The Herald and The Chronicle, for example, have letters and features about co-operatives, nearly every day.

If we see something interesting in the newspaper, we could cut it out. Someone could read out the interesting piece, at the next meeting.

The People's Weekly also carries news about co-operatives. We could get that paper, free, by writing to:

The People's Weekly
PO Box 8122 Causeway
Harare

It can also be obtained from the District Administrator's office.

LGL: NOW TICK THIS BOX ☐

In some districts such as Murewa, there are district newspapers. Other areas have local newsletters, such as the Kubudirira Newsletter in Darwin District. These papers should carry news of local co-operatives.

The Zimbabwe Broadcasting Corporation transmits special radio programmes on co-operatives.

There is a special series of programmes now. It has been arranged at the same time as these meetings. So we should try to listen to that programme.

Yet another way of getting new ideas is by talking to members of other societies, to the co-op officers and to visitors.

Let us remember these different methods of getting new ideas. Then, at later meetings, we can bring the new ideas into a discussion, for everyone to share.

LGL: NOW TICK THIS BOX ☐

THE STORY OF THE THREE MEN

Last week we started the story of the three men who went to fetch logs from the wood.

We had reached the point where one man suddenly became selfish. As soon as there was one log on the lorry, he wanted to take it home.

Suddenly he stopped being co-operative. He had had the benefit of the other men's work. Now he ought to help them.

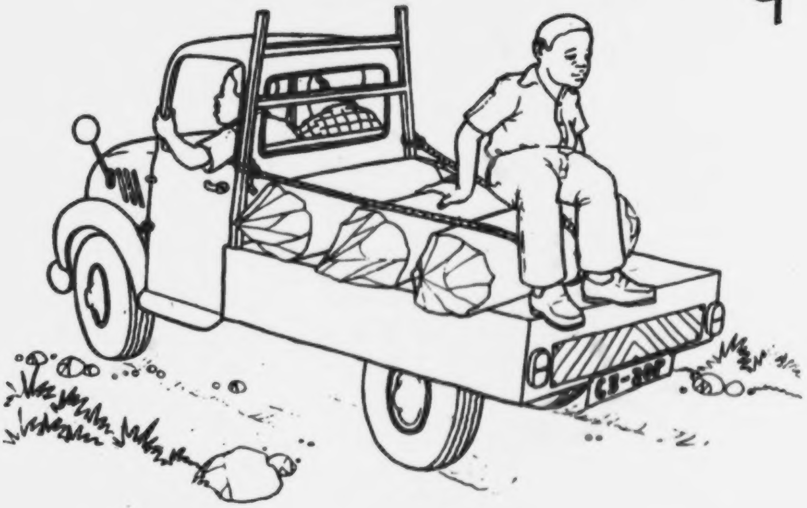
If he accepts their work but does not help them, that is selfish. It is exploitation. Co-operation never includes exploitation.

In the story, the other two men start to protest angrily. But the first man begins to smile and he says: *"Is, is alright. I was only joking. Let us carry on working together."*

So the three men in the story do get organised and do co-operate. They get the logs onto the lorry and they take them home.

LGL: NOW TICK THIS BOX ☐

9



They got what they wanted. That is the benefit of co-operation. They all got what they wanted by working together.

LGL: NOW TICK THIS BOX ☐

Of course, you cannot get everything you want; but by co-operation, often you can get what you would not get by working alone.

We can take a short break now and discuss the story among ourselves.

***** BREAK GENERAL DISCUSSION
ABOUT THE STORY OF THE THREE MEN

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

ANOTHER STORY

Here is another, true, story. Would anyone else like to read this story?

SOMEONE ELSE CAN READ THIS STORY

A woman got a job at a mine and started to work in the canteen.

Her work was preparing food for the mine-workers. She spent a lot of time peeling and cooking vegetables.

While she was working, she started to wonder whether the vegetables were grown locally. She enquired from the cook.

She was told that a truck was sent from the mine nearly every day to buy eggs and vegetables at the nearest town.

At the same time, people near the mine were raising chickens and growing vegetables. They sent them to the town to be sold.

Sometimes some cabbages, for example, went on a long journey to the town and came back again, in a different vehicle!

By taking that journey, they increased in price, to pay for the transport and the profit of the traders in the town.

The woman mentioned this to the Workers' Committee at the mine. She explained what was happening.

She also suggested a better idea.

READER: NOW HAND BACK TO THE LEARNING GROUP LEADER

LGL: NOW TICK THIS BOX ☐

Now let us try to imagine what happened next.

***** PAUSE DISCUSSION
What do we imagine happened after that?

NOW START READING AGAIN

We shall hear, at the next meeting, what actually happened, in the real case.

LGL: NOW TICK THIS BOX ☐

MEANING OF THESE STORIES

The first story that we heard was a very simple story about co-operation.

We all know already that three men can lift a log that is too heavy for one. We know that real life is much more complicated than that.

Often it is more like the second story. So what was the meaning of the first story?

The meaning was simply that it is better to co-operate than not to co-operate.

We have proved that even in the simplest situation co-operation is more productive than non-co-operation. Co-operation is beneficial to those that co-operate.

Since that is so, we do not need to enquire *"Shall we co-operate?"*

It is better to ask *"How shall we co-operate?"*

Let us have a short break now to discuss the matter: *"How do we co-operate in our society? In what ways do we work together? What sort of things do we do in a group?"*

***** BREAK DISCUSSION
ABOUT HOW WE CO-OPERATE

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

HOW CAN WE CO-OPERATE?

That is what the rest of the course is about. Of course, in our lives, we co-operate all the time.

Co-operation is not just about lifting logs. Nor is it just for men. It is for women as well. It is for old people and young people.

Co-operation becomes most effective when people organise themselves into co-operative societies.

Now we shall go onto the subject of co-operative societies.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

CO-OPERATIVE SOCIETIES

A few people working together do not make a *"co-op."*

It is true that a *"co-op"* is a group of people working together. It is also more than that.

A *"co-op"* is a group of people who have come together for a common purpose. They operate as a society.

People could come together and work as a group for an hour or a day. That would not make them into a co-op.

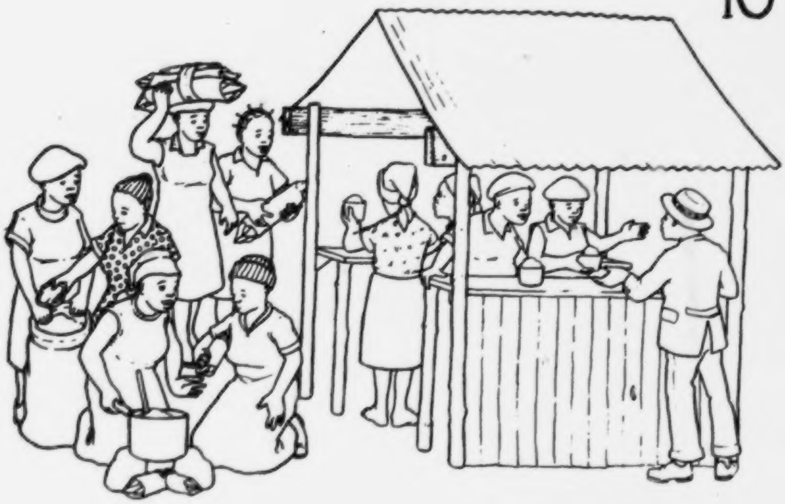
A co-operative society works over a long time. Members of a co-op often belong to it for nearly all of their working lives.

What we usually call just a *"co-op"* is properly called a *"co-operative society."*

LGL: NOW TICK THIS BOX ☐

Co-ops can be very different from each other. Here is a picture of women cooking sadza. They formed a co-op to cook and sell sadza.

10



Maybe those women work together and call themselves a *"co-op."* Perhaps they have really formed a co-operative society.

In the picture, we can see ten women. So maybe it is a properly registered co-op.

In some co-operative societies, it is often useful to attract more members. That is because more members are sharing the same costs.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

SIZE OF A CO-OPERATIVE SOCIETY

The best size for a co-op depends on what sort of society it is. Next time, we shall talk about different sorts of co-operative society.

This matter of size is very important. We can stop and discuss it even before we learn about the different sorts of co-op, next time.

Remember that the minimum number of members is 10; most societies in Zimbabwe have between 50 and 150 members.

Our society: how many members does it have? Has it been growing or getting smaller? If it has been growing or getting smaller, has that change had any effect? What will happen if we get more members in our society?

***** PAUSE DISCUSSION
ABOUT THE SIZE OF OUR SOCIETY

LGL: NOW TICK THIS BOX ☐

SUMMARY OF THE MEETING TODAY

Today we started with more information about this campaign.
PICTURE SIX AGAIN

This next picture shows how we can help to train others. Not everyone manages to attend these meetings. We can help them by talking about it afterwards.
PICTURE SEVEN AGAIN

Then we thought about some new ideas in co-operation.
PICTURE EIGHT AGAIN

Then we finished the story of the three men in the wood.
PICTURE NINE AGAIN

PICTURE TEN AGAIN

Finally this picture showed us a very different sort of co-op. One important thing about it is that there are ten women in this society.

Ten members is the smallest size for a society. Most societies are bigger and it is right that they should be bigger.

Now we have our final discussion today. What did we learn today?

The story about the three men: did that seem like a true story? What did it tell us?

***** FINAL DISCUSSION
ABOUT THE THREE MEN AND THE THREE LOGS.
WHAT CAN WE LEARN FROM THAT STORY?

WHAT ELSE DID WE LEARN TODAY?

LGL: NOW TICK THIS BOX ☐

TODAY'S HAND-OUT

Lastly, we can hear the hand-out for this week. Someone can read it out to us.

SOMEONE WILL READ HAND-OUT 2.
THEN A COPY IS GIVEN TO EACH PARTICIPANT.

****
END OF SECOND MEETING
****

HANDOUT 2

"MEANING OF CO-OPERATION"

NEW IDEAS

We should know about the many new ideas about co-operation and new ways of doing things.

If we like the new ideas, we can use them. If we do not like them, we are not forced to use them.

THE STORY OF THE THREE MEN

In the story of the three men who went to fetch logs, one man became selfish.

When there was one log on the lorry, he wanted to take it home. He had had the benefit of the other men's work.

Now he ought to help them. The other two men protested angrily when he wanted to take the first log on the lorry.

Then the first man smiled and said: *"Is is alright. I was only joking. Let us carry on working together."*

So the three men in the story did get organised and did co-operate. They got the logs onto the lorry and they took them home.

MEANING OF THIS STORY

The meaning was that it is better to co-operate than not to co-operate.

We should ask ourselves *"How shall we co-operate?"*

CO-OPERATIVE SOCIETIES

A few people working together do not make a *"co-op."* It is more than that.

A *"co-op"* is a group of people who have come together for a common purpose. They operate as a society.

The society should have more than nine members and it should be registered.

What we often call just a *"co-op."* is properly called a *"co-operative society."*

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 3 OF COURSE 1: "DIFFERENT SORTS OF CO-OPERATIVE"

"DIFFERENT SORTS OF CO-OPERATIVE"

WELCOME

We have had two meetings and this is now our third.

As usual, let's count how many members are here today, and do the Register of Attendance.

***** PAUSE COUNT HOW MANY?

??? QUESTION "DID ANYONE BRING ANYTHING TO READ OUT FROM THE NEWSPAPER?

LGL: IF SOMEONE DID BRING SOMETHING,
LET HIM OR HER READ IT OUT NOW.
THEN HAVE A DISCUSSION ABOUT IT

LGL: NOW TICK THIS BOX ☐

LGL: NOW START READING AGAIN

LAST MEETING

At the last meeting, we heard about the meaning of co-operation. Also, we discussed new ideas about co-operation.

Then we finished the story of the three men and started the story of the woman at the mine. In that story, we had reached the point where the woman spoke to the Workers' Committee.

She told them about the mine buying eggs and vegetables from the town, while local producers were sending their produce to the town.

Let us finish that story now, before we go any further.

LGL: NOW TICK THIS BOX ☐

THE STORY OF THE WOMAN AT THE MINE

In the true case, the Workers Committee agreed that it would be better to buy the local produce. They took up the matter with the managers.

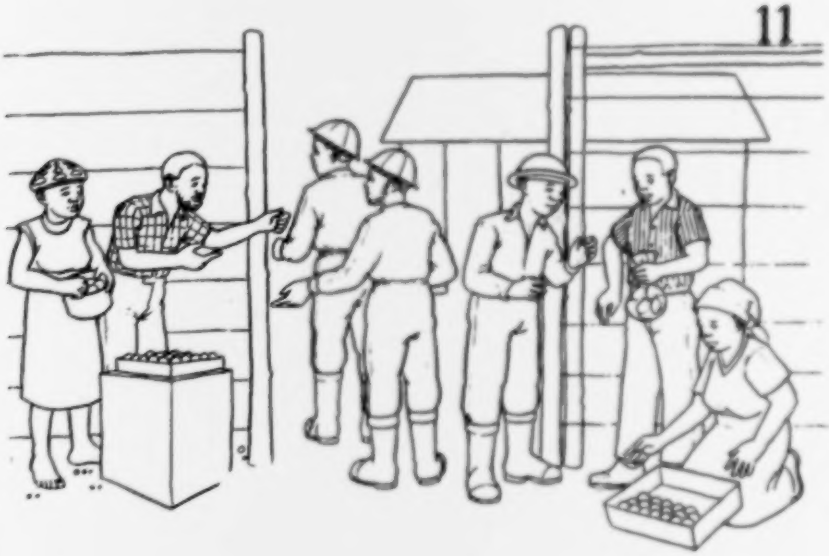
The managers raised two problems. At the market in town, they were sure of getting the right amounts of what was needed.

Could the local growers supply enough eggs? Or enough vegetables?

The other problem was more serious. The managers did not want to deal with many producers, selling small amounts of vegetables. That would complicate the accounting.

It was the same with the eggs. They did not want to buy half a dozen eggs from each of 20 producers. They would rather buy the whole lot in one purchase.

11



Here in the picture, we can see all the poultry-keepers taking their eggs to the mine gate. Each has a few eggs to sell.

How can this problem be resolved? What can the producers do to overcome the objections raised by the mine managers? Let us discuss this briefly.

***** PAUSE DISCUSSION
ABOUT THE SUPPLY OF EGGS AND VEGETABLES

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE SOLUTION

All the problems were resolved when the poultry-keepers and the vegetable growers formed a co-operative. Between them, they produced enough to supply the mine.

The mine manager had to deal with only one person, the society's manager. The new co-operative members had an assured market for their produce.

They sold at the same prices as before but did not have pay any transport costs. Similarly the mine saved the cost of sending its truck to the town every day.

We shall return to the subject of transport in Meeting Eight.

It is an important matter. So we could start to consider it now.

It was very important in this story. Transport has to be bought. How are we affected by the cost of transport? Is there anything we can do to reduce that cost?

***** PAUSE DISCUSSION
ABOUT OUR TRANSPORT COSTS

LGL: NOW TICK THIS BOX ☐

DIFFERENT SORTS OF CO-OPERATIVE SOCIETY

At the last meeting, we also heard a little about different sorts of co-operative society. Today we shall learn more about this.

In Zimbabwe there are two main sorts of co-operative. They are called:

- collective co-operatives; and
- marketing-and-supply co-operatives.

Sometimes you will also hear them called:

- production co-operatives; and
- service co-operatives.

This is also correct.

A collective farm is a production co-operative. There are other sorts of production co-operative, as well as collective farms.

A marketing-and-supply co-operative society is a service co-operative.

The main difference between a production co-operative and a service co-operative can be put into a few words.

The members of a production society co-operate on production. They are co-operative workers.

In a service co-operative, the members are co-operative users of the services provided by the society.

Let us discuss this basic difference before we go into details.

***** PAUSE DISCUSSION
ABOUT THE DIFFERENCES BETWEEN
A PRODUCTION CO-OP AND A SERVICE CO-OP

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

ANOTHER IMPORTANT DIFFERENCE

There is another important difference between the two sorts of co-operative in Zimbabwe.

A service co-operative allows members to do better something that they were doing already. For example, a group of farmers growing maize need various inputs.

Individually they have to pay a lot of travel expenses to get grain-bags, fertilisers and seed. Also, they get no discounts because each buys a small quantity.

When they get together, their travel costs are reduced and they receive a discount. So, forming a co-operative lets them do better what they were doing already.

??? QUESTION "IS THAT WHAT WE DO IN OUR CO-OP?"

LGL: NOW TICK THIS BOX ☐

Forming a collective co-operative generally has a different purpose.

It allows the members to become workers and get an income from the sale of produce.

The members create a new business. They are doing something that they were not doing before.

We should help each other to understand this important difference. We could spend some time discussing it, so that everyone can learn about it.

In our society, are we workers producing together? Or do we get a service from our society?

Let us discuss this, so that everyone understands.

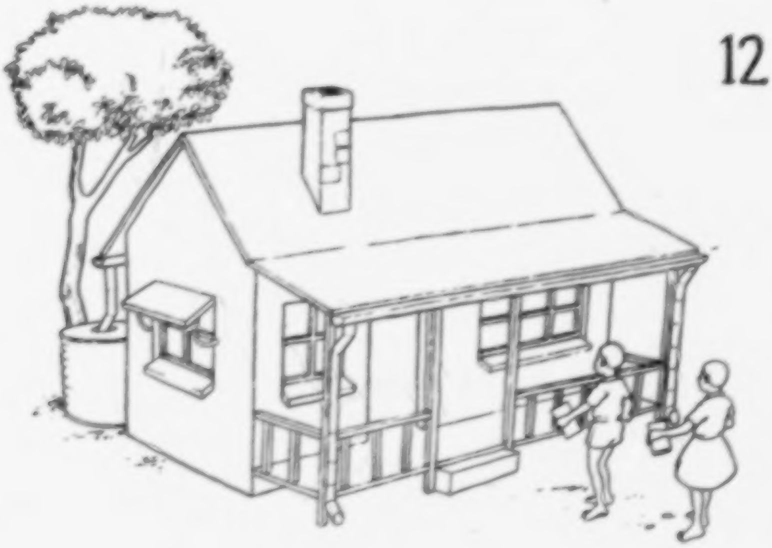
***** PAUSE DISCUSSION
ABOUT OUR OWN SOCIETY.
ARE WE CO-OPERATIVE WORKERS?
OR DOES OUR SOCIETY GIVE US A SERVICE?

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

SOME EXAMPLES OF DIFFERENT SOCIETIES

Consider this society: there are 30 members, both men and women. They live on a farm that they got under the resettlement scheme.



12

There is an old farm house there. You see it in the picture. They use it as a school, a meeting place and as a store.

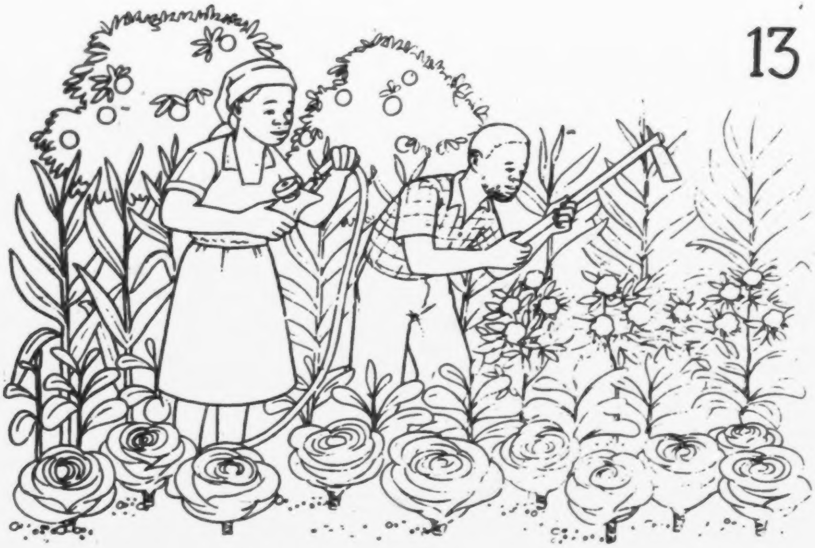
Two members also live in the farmhouse. Most members and their children live in the old tobacco barns. Already they have built some new homes.

The members are organised into departments. We shall hear more about departments and committees at Meeting Seven. At this co-op, one important department is the Field Department.

Members of the Field Sub-Committee made a plan about what they would grow. They went into all the details about which land to use, what fertiliser to apply and so on.

Then everyone worked together in the field, according to the plan. In the next picture, we see members of the society working in the fields.

They grow vegetables, maize and cotton.



13

They have also planted some fruit trees and started to keep chickens and rabbits. The women also sew clothes and make baskets.

One member has been on a course for motor mechanics. Now he spends most of his time maintaining the machinery and equipment.

??? QUESTION "WHAT SORT OF CO-OPERATIVE IS THIS?"

LBL: NOW TICK THIS BOX ☐

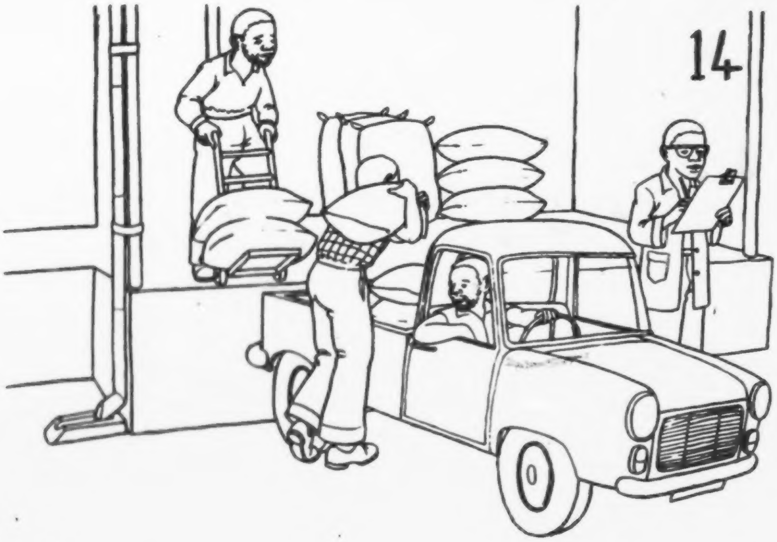
Clearly, that was a production co-operative. It is also a collective farm. The members live and work together.

They own the resources collectively. They sell the produce and divide the income between themselves.

ANOTHER SOCIETY

Like the first one, this society has thirty members. They are also farmers and their main crop is maize.

Here we see them getting seed maize at the depot.



They buy all their inputs together. When the crops are harvested, they share transport to take their produce to be sold.

Of course, this is a marketing-and-supply co-operative society.

The members farm their own small plots and the society provides a service which the members use. So this marketing-and-supply co-op is a service co-op.

LGL: NOW TICK THIS BOX ☐

SIMILAR ACTIVITIES

We have seen that the two groups of farmers engage in almost identical activities; but their methods of organisation are different.

Let us discuss these two societies. In what ways are they like each other? In what ways are they different?

Is our society at all like either of them?

******* PAUSE DISCUSSION**
ABOUT THE TWO SOCIETIES IN THE STORIES

It would be interesting to learn more about the other sort of co-operative.

Both types of co-operative in Zimbabwe have something to teach the other.

??? QUESTIONS "HAS ANYONE VISITED THE OTHER SORT OF CO-OP?
SHOULD WE TRY TO VISIT ONE?

LGL: NOW TICK THIS BOX ☐

WHY WE SHOULD KNOW ABOUT DIFFERENT SORTS OF CO-OPERATIVE SOCIETY

It is important to know about other sorts of co-operative because all co-operatives belong to the co-operative movement.

Different sorts of co-operatives suit different people and different circumstances.

But all co-ops use the same co-operative ideas. All are supposed to co-operate with each other.

Different sorts of co-operative should try to work together. They certainly could learn from each other.

??? QUESTIONS Have we learned anything from another co-op?
Is it likely we could learn anything?
Do we want to learn from other co-ops?

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

FREEDOM OF CHOICE

Members in a society are free to choose the type of organisation that they want.

This includes the freedom to discuss whether to change their type of organisation. This does not mean that they would change everything.

It is possible for members of a collective to adopt some useful ideas from marketing-and-supply co-operatives. An example would be several collectives going in for bulk buying and the sharing of transport.

Similarly service co-operative can do some collective work. This is known traditionally as *"zunde"* in Mashonaland and *"insimuyabantu"* in Matabeleland.

LGL: NOW TICK THIS BOX ☐

"ZUNDE" OR *"INSIMUYABANTU"* PROJECTS

We shall return to this interesting idea next time; but if any member knows about *"zunde"* or *"insimuyabantu"* projects, he or she could tell us.

Can anyone start the discussion about *"zunde"* or *"insimuyabantu"* projects? If not, we could discuss the idea of borrowing good ideas from the other sort of co-operative.

**** PAUSE DISCUSSION
ABOUT *"ZUNDE"* OR *"INSIMUYABANTU"* PROJECTS

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

NEXT MEETING

At the next meeting we shall hear about some other examples of different co-operatives in Zimbabwe.

We shall also go into the matter of peasant farmers having a collective plot.

SUMMARY

Today we heard about different sorts of co-operatives. The main difference is between

- production co-ops where the members work together and
- service co-ops where the society provides a service to its members.

Now I shall show the pictures again. We can discuss the pictures and remember what we heard.

LGL: SHOW PICTURE 11 AGAIN.

GET SOMEONE TO SAY A FEW WORDS ABOUT IT.

THEN PICTURES 12, 13 AND 14 IN THE SAME WAY.

HAVE A DISCUSSION ABOUT EACH PICTURE AND ITS MEANING.

LGL: NOW TICK THIS BOX ☐

HAND-OUT THREE

Finally we shall hear the hand-out for today. Who would like to read the hand-out?

SOMEONE READS HAND-OUT THREE
THEN EVERYONE GETS A COPY

****
END OF THIRD MEETING
****

HANDOUT 3

DIFFERENT SORTS OF CO-OPERATIVE

THE STORY OF THE WOMAN AT THE MINE

The woman working at mine noticed that vegetables were brought from the town. She suggested that they should be bought from the local producers.

The mine managers were not happy at first; but the local producers formed a co-op. Then the mine only had to deal with the co-op manager.

They got fresher vegetables and eggs. They saved the cost of transport. The local producers had a sure market at the mine. They also did not have to take their produce to the town.

DIFFERENT SORTS OF CO-OPERATIVE

In Zimbabwe there are two main sorts of co-op. They are:

- collective co-operatives; and
- marketing-and-supply co-operatives.

Sometimes they are called:

- production co-operatives; and
- service co-operatives.

That is also a correct description.

It is useful and interesting to know about other sorts of co-operative.

Co-operatives of different sorts still work on the same co-operative principles; and they should try to help each other.

It would be worthwhile arranging a visit to a co-operative of a different sort to our own.

Members of a co-operative are free to choose the type of organisation that they want.

TRADITIONAL CO-OPERATIVES IN ZIMBABWE

Traditionally there have been *"zunde"* and *"insimuyabantu"* projects.

These are a useful form of co-operation. Service co-ops now can adopt *"zunde"* or *"insimuyabantu"* projects.

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 4 OF COURSE 1: "MORE ABOUT DIFFERENT SORTS OF CO-OPERATIVE"

"MORE ABOUT DIFFERENT SORTS OF CO-OPERATIVE"

WELCOME

Welcome back to our campaign.

This week, at our fourth meeting, we shall continue what we started at the third meeting.

That is: more about different co-operatives and ways of working co-operatively.

Before we do so: how many are here today? Let us complete the Register, as usual.

***** PAUSE COUNT HOW MANY?

If less people are coming to the meetings, we should try to discover the reason. Can we do something about it ourselves? Also we should advise the Education Secretary of what we think about this.

??? QUESTIONS "Are more people coming to the meetings now?
Or are less people coming to the meetings?"

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

LAST WEEK

Last week, we finished the story of the new co-operative at the mine.

Then we had the examples of two co-operatives. Both had 30 members and, at both, the main activity was growing maize.

Yet they were organised differently. One was a collective and the other was a marketing-and-supply co-operative society.

We had some discussion last time; but now we have more time to think about it, maybe someone has something to add.

Also, someone may have read something interesting about collectives or about marketing-and-supply co-operatives. We might be able to hear something from the newspaper, if anyone has brought one.

Another one may have heard something interesting on the radio.

So this would be a good time to share those ideas with our group.

***** PAUSE READING FROM NEWSPAPER, IF ANYONE BROUGHT ONE

AND DISCUSSION ABOUT WHAT WE HAVE HEARD OR READ SINCE LAST WEEK

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

Now, to follow last week's two stories about different societies, here is a third one.

A THIRD SOCIETY: STARTING OUT

This society started with 30 members. Originally it was a savings club. None of them had very much money; but they saved a little at a time.

Their savings club had a specific objective. They wanted to buy a hammer mill.

After a while, they realised that with only 30 members, saving a little every week, it would take more than ten years to buy the mill.

One problem was that members often needed to withdraw some money from what they had paid in. So the amount saved hardly grew at all.

??? QUESTIONS "HAS OUR SOCIETY GOT A MILL?
HAVE WE SAVED UP FOR ANYTHING?

ARE WE SAVING NOW? IF SO, WHAT FOR?
IF WE ARE NOT SAVING, SHOULD WE SAVE?
WHAT SHOULD WE SAVE UP TO BUY?

WHAT WOULD IT COST?
HOW LONG WOULD IT TAKE US TO SAVE UP FOR IT?

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

HOW THEY IMPROVED THEIR WAY OF SAVING

In the story, they held a meeting in the village. More members decided to join. It was decided that the money paid in could not be withdrawn for other reasons, except in emergency, and then only if most people agreed that it was a real emergency.

Before we continue the story, maybe someone would like to continue the discussion about the question of saving money. Should we recommend something to our Committee? Is there a good idea we could suggest?

***** PAUSE DISCUSSION
ABOUT WHAT WE SHOULD SUGGEST TO OUR COMMITTEE
THAT WE SAVE FOR IN OUR SOCIETY

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

A NEW PROBLEM FOR THIS GROUP

Going back to the story: with their increased numbers, the group managed in five years to save enough for the mill.

Then they found that they needed an organisation to control use of the mill.

Some people were using the mill without paying anything, even people who had not helped to save up for it.

??? QUESTIONS "SHOULD THOSE WHO HAVE NOT PAID
BE ALLOWED TO USE THE MILL?
IF THEY ARE ALLOWED TO USE IT, SHOULD THEY PAY MORE?

GL: NOW TICK THIS BOX ☐

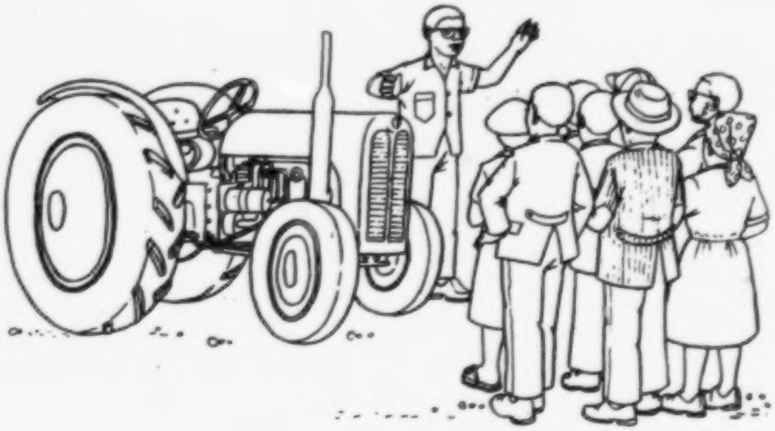
WHAT THEY DID ABOUT IT

What they did was to apply for registration as a co-operative society. The co-op officer explained that common ownership of a hammer mill was not enough to qualify as a co-op.

He gave them some guidance on what else they should do. For example, they could make arrangements to buy their inputs together. They had to decide what sort of thing they would do together.

One thing they decided was that next ploughing time, they would hire a tractor together from a rich farmer who was prepared to send the tractor to plough their fields.

15



As we can see in the picture, the tractor arrived and, on the same day, the local AGRITEX Officer came to give them some advice.

The secretary of their society had arranged for him to visit them. He was able to talk to them in a group.

With the tractor, they were able to plough a larger area. With the good advice, they were able to obtain a higher yield from thir fields.

So they were pleasantly surprised when it came to harvest time to see how much they had to send.

??? QUESTIONS "THEY GOT AN INCREASED HARVEST.
WHAT DO WE THINK WOULD HAPPEN NEXT?
IS THIS STORY AT ALL LIKE OUR OWN EXPERIENCE?"

LGL: NOW TICK THIS BOX ☐

SOME NEW PROBLEMS THAT THEY HAD

What happened, as a result of the increased harvest, was that more people clamoured to join the society. As it grew, it experienced some problems because it was no longer just a small group of friends.

Members began to worry about what was happening to their money, in the society. They did not get up-to-date accounts.

Also, some members did not market through the Society. After accepting loans, they got their wives to sell their produce directly to the GMB. Then the money that had been loaned to them could not be recovered.

Is this situation familiar to us? Have we had both good and bad experiences in our society? This is something worth discussing. We can learn from good experiences and from bad experiences. One of the bad experiences can be losing money because of the disloyalty of one member.

***** PAUSE DISCUSSION ABOUT PROBLEMS IN OUR SOCIETY ESPECIALLY ABOUT THE PROBLEM OF DISLOYALTY.

When there are problems in a society, the Committee should not try to keep them secret. Members should learn about the problems from the Committee.

LGL: NOW TICK THIS BOX ☐

HOW THEY SUCCEEDED

In this story, what happened then was that enough members decided that the society should not be spoiled by a few members.

Those members who were not co-operating would not get the same benefits as those who were loyal to the society. A few members would not listen to a warning: they had to be expelled from the society.

The society did eventually sort out its difficulties and grow to have over 300 members. They started a credit scheme and they were able to buy a small pick-up truck.

To solve their problems about how the money was being handled, they hired a man who had some training in book-keeping. He became the secretary/book-keeper for the society.

The committee helped him in his work but they also kept a close watch on everything he did and everything that the society did. They did this for the society as a whole, not just for themselves.

LGL: NOW TICK THIS BOX ☐

BECOMING A "MULTI-PURPOSE CO-OPERATIVE"

Now this society provides so many services to their members that it can be called a *"multi-purpose co-operative."*

??? QUESTIONS "COULD OUR SOCIETY EVER
BECOME A MULTI-PURPOSE CO-OP?

WOULD WE WANT IT TO BECOME A MULTI-PURPOSE CO-OP?
OR ARE WE HAPPY WITH THE WAY IT IS NOW?

LGL: NOW TICK THIS BOX ☐

THEIR LATEST VENTURE

At the society in the story, their latest idea is to start a co-operative shop. This is something we shall discuss at a later meeting.

This was quite a long story about one society. It is, of course, a service co-operative.

Among its services to members are co-operative marketing and co-operative buying of inputs; but it provides other services as well.

CO-OPERATIVE SERVICES AT A COLLECTIVE

A collective can also provide services to its members. Many collectives in Zimbabwe are already active in providing services such as communal eating facilities.

A few have started to provide housing, a shop, a school and a clinic. So this discussion is appropriate to all sorts of co-operative.

Of course, it is up to the members of the collective to decide what services they want from their society.

They might prefer to receive their share of the proceeds and obtain services elsewhere.

Let us have a discussion now and re-examine the services we get from our society.

***** PAUSE DISCUSSION
ABOUT NEW SERVICES FROM OUR SOCIETY
Specifically we could discuss:

"What new service would we like from our society?

Is it posible to get that service?
How could we begin?

Would it be a suitable thing to discuss
at a meeting of the whole society?"

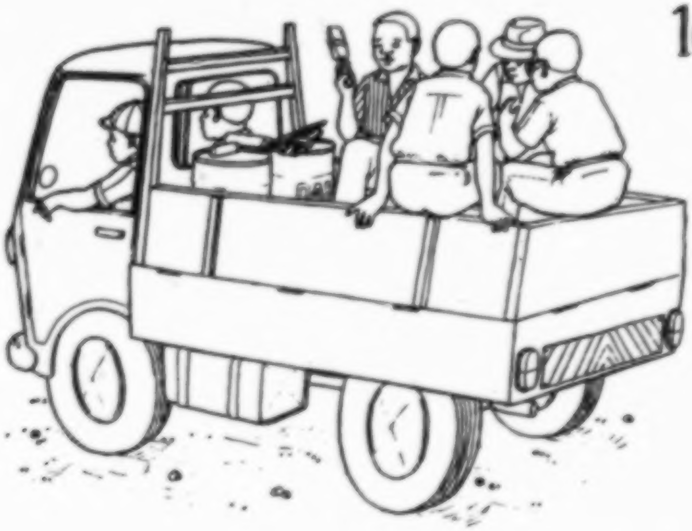
LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE PAINTERS' CO-OPERATIVE

Here are members of another society. They are riding on a lorry, which they own collectively.

16



On the lorry, there are also some pots of paint and paint brushes because these men are painters.

Some of the men are not young. They had been employed as painters before.

Some of the men are young. They learned the skill of painting from the older men.

All the men decided to form a painters' co-operative. They wanted to find work for themselves.

By working as a group, they could get bigger contracts than they would as individual painters.

??? QUESTION: IS THIS A PRODUCTION (COLLECTIVE) CO-OP
OR IS IT A SERVICE CO-OP?

This is a collective co-operative. The members provide a service but not to themselves. Their services are provided to others.

In a service co-operative, the service is used by the members. A production co-op, that provides a service, provides it to others and gets paid for it.

LGL: NOW TICK THIS BOX ☐

OTHER SORTS OF CO-OPERATIVE

Not all service co-operatives are marketing-and-supply co-operatives.

Some begin just as marketing co-ops. At others, members get their inputs together.

In other countries, many co-ops provide credit to their members. In Zimbabwe, the societies generally are unable to do this. Credit usually comes from the A.F.C.

LGL: NOW TICK THIS BOX ☐

Eventually co-operatives in Zimbabwe will be able to obtain credit and provide it to their members. A few societies here are able to do this already.

If a society opens a co-operative shop, then it may become a consumer co-operative, if the shop is used by the members.

A shop may be opened at a collective or by a marketing-and-supply co-operative.

Before we go onto the next topic, let us have a break. We can talk among ourselves about what we have heard.

BREAK GENERAL DISCUSSION
ABOUT OTHER SORTS OF CO-OP

LGL: AFTER THE BREAK,
ASK IF THERE ARE ANY QUESTIONS

??? QUESTIONS: ARE THERE ANY PROBLEMS ABOUT WHAT WE HAVE HEARD?
IS THERE ANYTHING WE SHOULD ASK
THE EDUCATION SECRETARY TO FIND OUT FOR US?

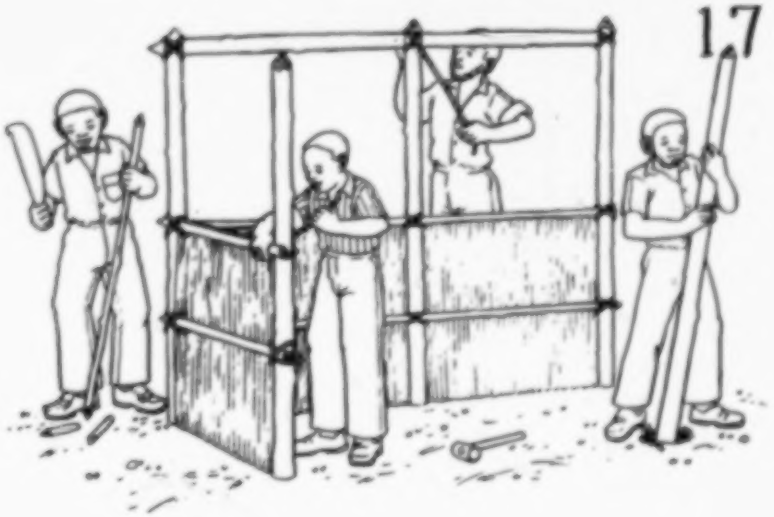
LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

WORKING TOGETHER AT A SERVICE CO-OP

Sometimes the members of a marketing-and-supply co-operative find it useful to do some work together.

This might be a task like building a store. In this picture, we see a group of farmers busy on building a store.



When the job is finished, they go back to working for themselves again. But they will all have the benefit of the store and they will be proud of it.

This is very like the idea of *"zunde"* or *"insimuyabantu"* projects that we mentioned last time.

LGL: NOW TICK THIS BOX ☐

"*ZUNDE*" OR "*INSIMUYABANTU*" PROJECTS

In a "*zunde*" or "*insimuyabantu*" project, the people come together for a communal activity.

This may be, for example, a joint effort at fattening cattle. Often it is a common plot where crops are grown. In some areas, it is how houses are built.

It might just be a task that is carried out for one day, at one member's house. The idea is still the same. It is the idea of working together.

LGL: NOW TICK THIS BOX ☐

The idea of "*zunde*" or "*insimuyabantu*" projects is a very suitable one for Zimbabwe today. It is traditional and, at the same time, it is very modern.

Of course, co-operators in a collective do nearly all their work in this way; but collective work can be undertaken by members of service co-ops as well.

Members of a service co-operative can experiment with a "*zunde*" or "*insimuyabantu*" project without giving up their individual activities.

It could be the start of a new co-operative; or it could be a small project within the existing co-op.

A "*zunde*" or "*insimuyabantu*" project does not have to be established separately from the co-operative society; it can be part of it. It does not need a separate set of by-laws nor a constitution of its own.

LGL: NOW TICK THIS BOX ☐

Let us discuss this again and see if anyone has had a new idea, since last week. Learning Groups at collectives could discuss whether they could help to start a "*zunde*" or "*insimuyabantu*" project in the neighbouring areas.

Some might think of helping their relatives or friends in a communal land to start one. They could explain to them the benefits of collective co-operation.

#### PAUSE DISCUSSION ABOUT CHOOSING
A SUITABLE "*ZUNDE*" OR "*INSIMUYABANTU*" PROJECT
What would be a suitable communal project?
Who would organise it?
Does anyone know about or remember any "*zunde*"
or "*insimuyabantu*" project in our area?

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

NEXT MEETING

The next meeting will be about co-operative activities.

It will be concerned with the things that are done by members of co-operative societies.

SUMMARY OF TODAY'S MEETING AND THE LAST MEETING

Both this time and last time, we discussed different sorts of co-operative society.

We had a lot of examples. Today these included the long story about the multi-purpose society and the short one about the painters.

To remind ourselves about them, we can look at the pictures again.

LGL: SHOW PICTURE 15 AGAIN.

GET SOMEONE TO SAY A FEW WORDS ABOUT IT.

THEN LOOK AT PICTURES 16 AND 17 AGAIN,
GETTING SOMEONE ELSE TO SAY A FEW WORDS ABOUT THEM.

***** PAUSE DISCUSSION
WHAT DID WE LEARN TODAY?

LGL: NOW TICK THIS BOX ☐

LAST DISCUSSION TODAY

For our final discussion today, we could talk about what **else** we should like to know about other sorts of co-operative. In two meetings, we could not learn everything!

If we have any questions, we could put them to the Education Secretary to find out answers for us.

How much money do they make, would be one example.

The Education Secretary would not know that; but he could try to find out.

***** PAUSE DISCUSSION
ABOUT WHAT ELSE WE SHOULD LIKE TO LEARN
ABOUT OTHER SORTS OF CO-OPERATIVE

LGL: NOW TICK THIS BOX ☐

HAND-OUT FOUR

Finally today, would someone else like to read the hand-out?

SOMEONE READS HAND-OUT 4

****

END OF FOURTH MEETING

****

HANDOUT 4

"MORE ABOUT DIFFERENT SORTS OF CO-OPERATIVE"

THE SOCIETY THAT GREW

We heard a story about a group that started with 30 members. They wanted to save up and buy a hammer mill.

For a long time, they could not manage to save enough money. Then they made sure that the money paid in really was saved. It was not drawn out again.

Also they attracted more members. They managed to buy the hammer mill after five years. They allowed other people to use it; but they charged them for the service.

At that stage, they registered as a co-operative society.

Hiring a tractor together and getting agricultural advice helped them to get a better harvest.

As the society grew, it experienced some problems. It became difficult to keep track of their money. So they hired a book-keeper.

Also some people took credit through the society but sold their produce elsewhere. Those members were warned to stop doing that. A few who did not stop were expelled.

The society grew more and started a co-operative shop. It became a "multi-purpose co-operative."

CO-OPERATIVE SERVICES AT A COLLECTIVE

A collective can provide services to its members. such services could be communal cooking and eating together; housing, a school and a clinic.

THE PAINTERS' CO-OPERATIVE

The painters formed a collective co-operative. The older painters passed on their skills to the younger ones. They were able to get bigger contracts than any of them had had previously.

"ZUNDE" AND *"INSIMUYABANTU"* PROJECTS

These traditional ideas in Zimbabwe are very suitable for application today. Any service co-op could start a collective project of the *"zunde"* or *"insimuyabantu"* variety.

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 5 OF COURSE 1: "CO-OPERATIVE ACTIVITIES"

****

"CO-OPERATIVE ACTIVITIES"

****

WELCOME

This is the fifth meeting of our co-op member education campaign.

Like we did each time before, let us stop and count how many members are here today and then do the Register of Attendance.

***** PAUSE COUNT HOW MANY?

NOW COMPLETE THE REGISTER

LGL: NOW TICK THIS BOX ☐

LAST MEETING

We spent a lot of time on co-operative organisation, at the last meeting and the one before.

At the last meeting, there was the long story about the group that started as a savings group and ended up as a multi-purpose service co-operative with over 300 members.

Then there was a short story about the painters. They had a collective co-op.

We also heard more about the idea of *insimuyabantu* or *zunde* projects.

Has anyone anything to add about those subjects? Or has anyone thought of a question about it, since last time?

This would be a good time to raise such points.

***** PAUSE DISCUSSION
ABOUT NEW IDEAS ON LAST WEEK'S MEETING

LGL: NOW TICK THIS BOX ☐

A TASK FOR US NOW

Before we continue with the main part of our meeting today, there is a small job we should do.

It is to do with these meetings. The meetings we have had already were part of the First Course of the campaign. This course is made up of ten meetings.

We have had four. This is the fifth and there will be five more.

After this Course, there will be several more courses. Each course will consist of about ten meetings.

The staff at the Department of Co-operative Development would like to know what we think about this First Course, so far.

LGL: NOW TICK THIS BOX ☐

IMPORTANCE OF OUR VIEWS

Our views are very important because they will influence how the next four courses are organised.

So they would like us to answer some questions. The idea of asking these questions is to make the meetings how we should like them to be.

The first question is about the information that I have been reading out:

Look at this picture:

18

Too Difficult	Zvakaoma chaizvo	Kunzima kakhulu
Too Easy	Zvakapusa chaizvo	Kulula kakhulu
About Right	Zvakapusa wo hazvo	Kulungile

We have to choose one of these answers.

??? QUESTION "HAS THE INFORMATION SO FAR BEEN TOO DIFFICULT, TOO EASY, OR ABOUT RIGHT?"

LGL: LET THE MEMBERS DISCUSS THIS QUESTION UNTIL THERE IS GENERAL AGREEMENT ABOUT IT.

THEN TICK THE ONE OF THESE BOXES THAT IS MOST LIKE THE MEMBERS' ANSWER:

TOO DIFFICULT ☐

TOO EASY ☐

ABOUT RIGHT ☐

HOW LONG OUR MEETINGS TAKE

The next question is about how long our meetings take.

We have to choose one of these answers.

Much less than two hours	Pasi pemaawa (hours) mairi	Ngaphansi kwama-hola amabili
About two hours	Zvingaita maawa mairi	Okungaba ngama-hola amabili
Much more than two hours	Kupfuura maawa mairi	Okwedlula ama-hola amabili

---

??? QUESTION "HOW LONG DO OUR MEETINGS USUALLY LAST?"

LGL: TICK THE ONE OF THESE BOXES
THAT IS CLOSEST TO THE MEMBERS' ANSWER:

MUCH LESS THAN TWO HOURS? ☐

ABOUT TWO HOURS? ☐

MUCH MORE THAN TWO HOURS? ☐

LGL: NOW TICK THIS BOX ☐

ORGANISATION OF THE CAMPAIGN

Next, the organisers of the campaign would like to know what we think about the organisation of this campaign.

If it is well organised, we should always know when and where to come to the meeting.

Also, the meeting should start on time and there should always be the right pictures to go with the stories.

What else can we say about the organisation? We should say exactly what we think about the organisation of this course.

We should not hesitate to make comments and suggestions. No-one is going to mind!

In fact, the campaign organisers would be very pleased to get our suggestions. Then future meetings could be improved.

***** PAUSE DISCUSSION
"ARE THE MEETING WELL ORGANISED?"

LGL: LET THE MEMBERS DISCUSS THIS QUESTION
UNTIL THERE IS GENERAL AGREEMENT ABOUT IT.

THEN TICK THE ONE OF THESE BOXES
THAT IS CLOSEST TO THE MEMBERS' ANSWER:

☐ WELL ORGANISED

☐ FAIRLY WELL ORGANISED

☐ NOT WELL ORGANISED

LGL: NOW TICK THIS BOX ☐

TOPICS AT FUTURE MEETINGS

The last thing they would like to know from us is what sort of topic we should particularly like to be dealt with in future.

What other sort of things should we like to hear about at future meetings?

***** PAUSE DISCUSSION
"WHAT INFORMATION SHOULD WE LIKE IN FUTURE?"

LGL: YOU CAN MAKE A NOTE HERE ____________________

OR YOU CAN EXPLAIN
WHAT THE GROUP DECIDED ____________________

TO THE EDUCATION SECRETARY
NEXT TIME YOU SEE HIM. ____________________

____

____

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

ANY OTHER IDEAS ABOUT THESE MEETINGS

If there is anything else, at all, we should like to say about these meetings: we should do so now.

What ideas for improvement could we suggest? Our ideas could be told to our Education Secretary. He could pass them onto the Co-op Officer.

***** PAUSE DISCUSSION

"WHAT ELSE CAN WE SUGGEST TO IMPROVE THESE MEETINGS?"

LGL: YOU CAN MAKE A NOTE HERE

OR YOU CAN EXPLAIN
WHAT THE GROUP DECIDED

TO THE EDUCATION SECRETARY
NEXT TIME YOU SEE HIM.

LEARNING GROUP LEADER: AFTER THE MEETING
COPY YOUR ANSWERS ONTO THE FORM HEADED "EVALUATION."

IF YOU HAVE ANY DIFFICULTIES,
GET THE EDUCATION SECRETARY TO HELP.

GIVE THE COMPLETED FORM TO THE EDUCATION SECRETARY
OR POST IT IN THE ENVELOPE PROVIDED.

YOU CAN EXPLAIN THIS NOW TO THE LEARNING GROUP.

After that exercise, we can take a short break. After the break, we shall hear another story.

***** BREAK GENERAL DISCUSSION

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

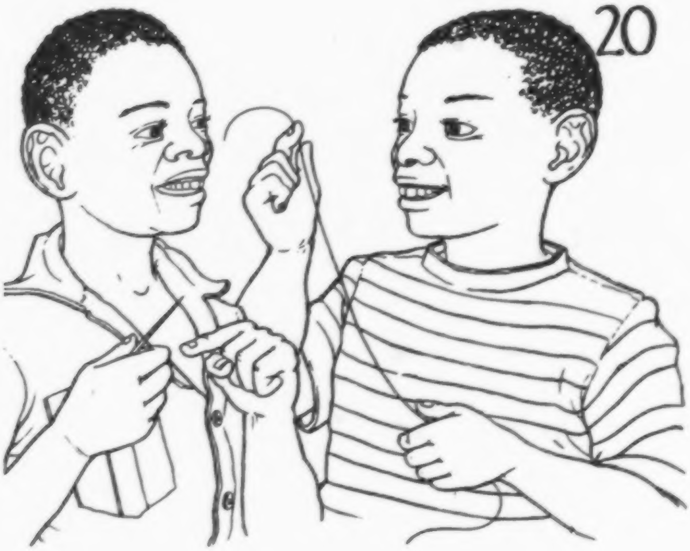
A FISHING STORY

Here is the next story. Two boys want to go fishing. One has a piece of line and the other has a pin. Neither can go fishing unless they co-operate.

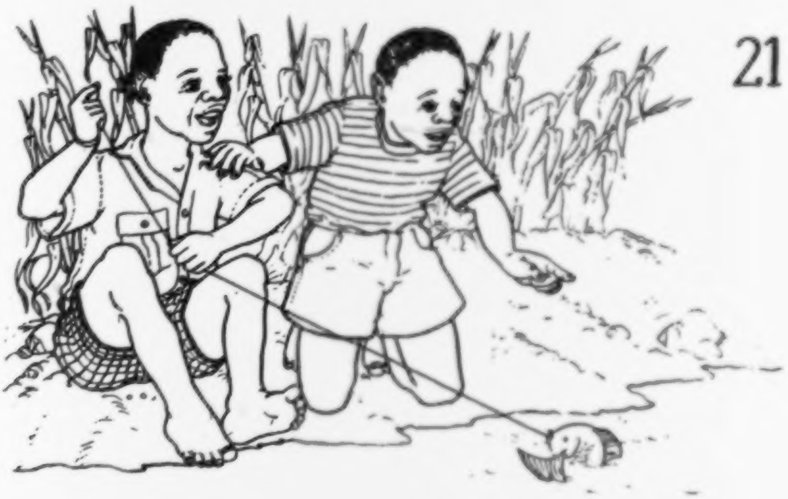
As soon as they bend the pin and tie it onto the line, they have the necessary equipment.

Neither had it before; what they had was useless. Now they can use the line and the pin.

This is what happened before they got together.



Only the fish were happy. After they got together, here in the next picture, you can see that now the boys are happy and the fish are not so happy.



21

LGL: NOW TICK THIS BOX ☐

GETTING ADVICE ABOUT FISHING

However, now suppose that the boys have the equipment but no knowledge of where is a good place to fish.

They could fish all day with excellent equipment and still catch nothing. Luckily their grandfather comes along. He knows everything.

One of the useful things he knows is where is the best place to fish. Of course, he tells the boys and they go there.

This sort of co-operation, then, includes the sharing of equipment and the sharing of knowledge. The right equipment and the right knowledge, shared, brought a benefit to the boys.

Let us hope that their grand-father got a fish! He deserved one for giving good advice.

LGL: NOW TICK THIS BOX ☐

A NEW STORY FROM ONE OF THE PARTICIPANTS

We have now had many stories about co-operation. It would be interesting if a member of the group could also tell a story about co-operation.

If no-one can think of one, perhaps someone has something to tell about a radio programme or a piece in the newspaper.

***** PAUSE SOMEONE ELSE TELLS ANOTHER STORY ABOUT CO-OPERATION

NOW START READING AGAIN

If no-one had a story ready, perhaps someone could think of one before the next meeting.

MEANING OF THE FISHING STORY

Like the first one about the three men and the logs, this was a simple story! but it had an important message. It told us that the two boys could achieve nothing by themselves.

Even when they pooled their equipment, still they did not get far. Then they obtained advice. With that, and the equipment, they managed to succeed.

Let us discuss what is needed for a successful project. In this case, the boys needed good equipment and knowledge. How did they get it?

***** PAUSE DISCUSSION ABOUT WHAT IS NEEDED TO MAKE A SUCCESSFUL PROJECT

LGL: NOW TICK THIS BOX ☐

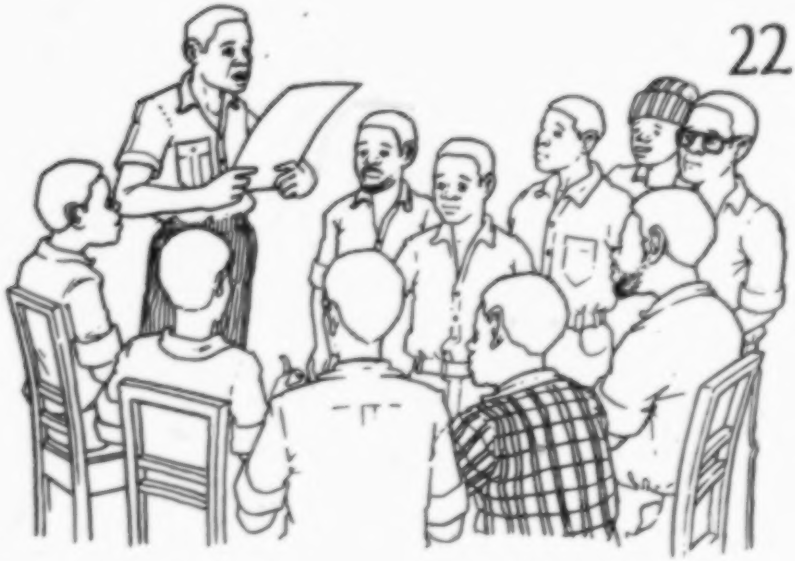
NOW START READING AGAIN

Maybe when those boys grow up, they will start a fishing co-operative at Lake Kariba or Lake Kyle.

Of course, they would have to join with some others to make up the right number of members.

??? QUESTION WHAT IS THE MINIMUM NUMBER OF MEMBERS FOR A CO-OPERATIVE?

THE ANSWER TO THE QUESTION IS: TEN MEMBERS



We see that there are ten members here at this co-operative. Ten is too few members for most purposes; but it is enough to let a new society get started.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE PURPOSE OF A CO-OPERATIVE SOCIETY

There are a few, but not many, fishing co-operatives in Zimbabwe. Fishing co-operatively would certainly be a suitable purpose to form a society.

It is unlikely that one fisherman could afford a boat and all the equipment he would need to fish commercially.

Even then, he would have to make arrangements to transport the fish to be sold. Fish have to be taken quickly to market. Otherwise they soon go bad, in warm weather.

One purpose of forming a fishing co-operative would be to fish together and share the cost of the boat and equipment.

Another purpose would be to market the fish co-operatively. Both activities must be successful.

The fishermen are probably friends. They grew up together; but a co-operative is not just a group of friends. It must have a purpose, or more than one purpose.

LGL: NOW TICK THIS BOX ☐

REASONS GIVEN FOR WORKING CO-OPERATIVELY

The members of the co-op do some work together to achieve a purpose.

When co-operative members are asked what is the purpose of their society, they usually say *"to help earn an income."*

Some say *"to help build socialism"*. Others say *"to live a better life."*

What purposes do we have? Are they the ones we just heard? Or do we have another purpose in working co-operatively?

***** PAUSE DISCUSSION ABOUT
OUR PURPOSE IN WORKING CO-OPERATIVELY

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

CO-OPERATIVE ACTIVITIES

Members will have their own individual reasons for working co-operatively.

The main purpose of the co-operative society itself will be to carry out its chosen activities successfully.

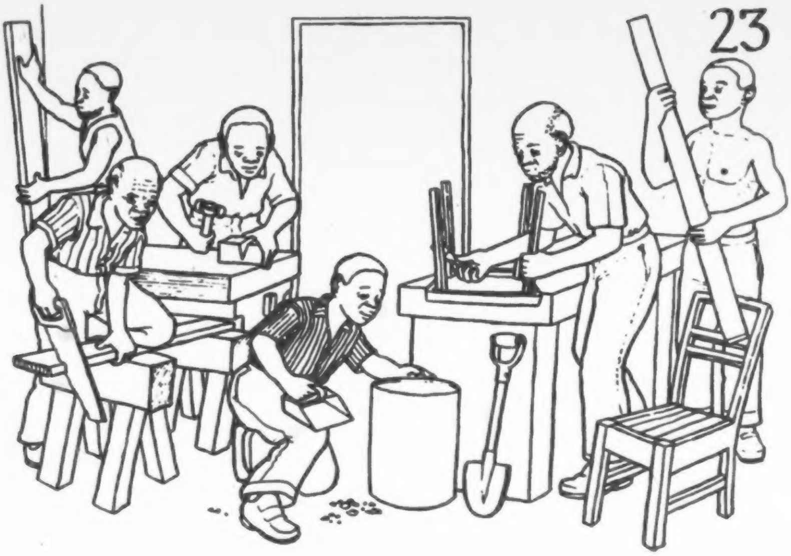
We heard that there are few fishing co-operatives in Zimbabwe. Fishing is one of the less common economic activities in Zimbabwe. What is the most common activity of co-ops in Zimbabwe?

??? QUESTION "WHAT IS THE MOST COMMON CO-OPERATIVE ACTIVITY?"

Certainly, the most common co-operative activity is selling maize.

Very many co-op members grow maize. Some grow wheat or sun-flowers.

Many grow vegetables. Others grow soyabeans, cotton, coffee, groundnuts or gumtrees.



??? QUESTION "WHAT DOES IT LOOK AS IF THEY ARE DOING AT THIS CO-OPERATIVE?"

Some co-op members do not grow anything. We remember the chrome miners, the restaurant co-op and the painters.

??? QUESTION "APART FROM GROWING OR MARKETING CROPS, WHAT SORT OF CO-OPERATIVE ACTIVITIES CAN WE THINK OF?"

There are many things that co-op members do apart from growing crops. Some build buildings.

Others work on buildings. Painters and plumbers are examples.

Some work in buildings, making or repairing things. There are co-operative garages, for example.

A list of all sorts of different co-op activities could be a very long one.

It would include savings and credit groups and co-ops providing services, in transport or printing, for example.

CO-OPERATIVE WOMEN'S GROUPS

Many co-ops work with material like wool or cotton. They are mostly groups of women. Has anyone bought anything like a shirt or a cloth from a women's group? What other sort of things do they make? Is there such a group near here?

***** PAUSE DISCUSSION
ABOUT WOMEN'S GROUPS AND WHAT THEY DO

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

Maybe we thought of many things that co-operative groups of women do. Here is a list of some of the things they do when working with textiles:

Making school uniforms, dresses and other clothes.
Sewing, weaving and knitting. Doing crochet, embroidery and silk-screen printing.

Co-operative groups of women in Zimbabwe also engage in animal husbandry, pottery, asbestos-work, basketry, wood-work and trading.

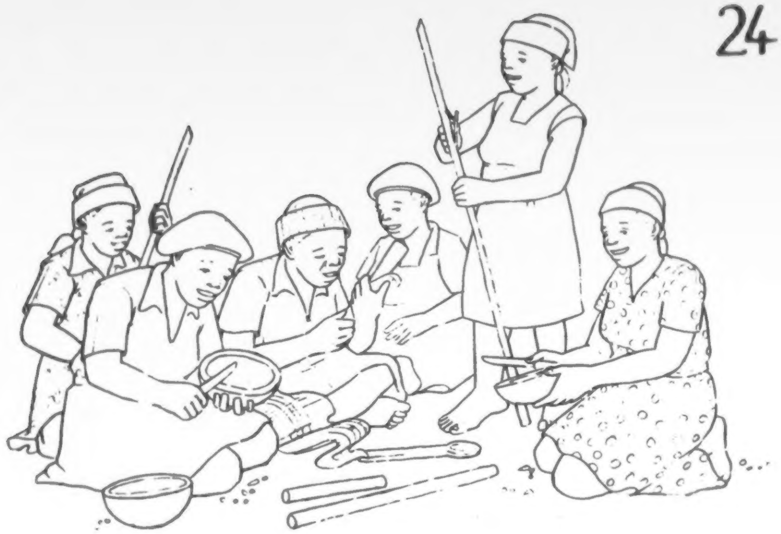
All that is in a addition to their domestic activities to do with child-care, fetching water and fuel-wood, house-keeping and cooking. They are extremely busy people.

LGL: NOW TICK THIS BOX ☐

CO-OPS WITH MORE THAN ONE ACTIVITY
Very many co-ops have more than one activity.

For example, some grow two main crops such as maize and groundnuts.

There is a society that grows vegetables and makes the wrappers to sell them in.



At one society the members grow vegetables and maize. Then, when they are not busy in their fields, they make cooking sticks and bowls.

Some collective co-ops engage in many different activities. Not all of them are money making activities. Some are to do with health and education of their own members.

LGL: NOW TICK THIS BOX ☐

OUR OWN CO-OPERATIVE ACTIVITY

It would be useful if we describe, in a few words, the activity of our society. Let us try to choose the best words to describe our activity.

Before we try to put it in a few words, someone could try to describe, generally, our activity.

Then we should all try to agree on the best short description.

***** PAUSE DISCUSSION
ON HOW TO DESCRIBE OUR ACTIVITY

LGL: WRITE DOWN A SHORT DESCRIPTION
OF THE ACTIVITY OF THIS SOCIETY

"____

____

____"

NEXT MEETING

At the next meeting, we shall learn about how to choose the best activity. This is important for an existing society as well as for a new one. An existing society can decide to increase or change its activities.

SUMMARY

Now we reach the summary, when we look over the pictures again.

Today, I shall ask someone else to show the pictures and ask for comments on what we learned from them.

SOMEONE ELSE SHOWS THE PICTURES AGAIN

SHOW PICTURE 18 AGAIN.
SAY A FEW WORDS ABOUT IT.

THEN GO ONTO PICTURE 19.
ASK SOMEONE ELSE TO SAY A FEW WORDS.

WHEN HE OR SHE HAS FINISHED, SHOW PICTURE 20 AGAIN. ASK SOMEONE ELSE.

DO THE SAME WITH PICTURES 21, 22, 23 AND 24.

LGL: NOW TICK THIS BOX ☐

NEW ACTIVITIES

For the final discussion today, we could think about new activities. When we travel away from this area, what things do we buy? Could any of those things be made here?

What services do we obtain? Could any of those services be provided here?

By working co-operatively, could we undertake any of those activities? What equipment would we need? What advice would we have to get?

***** PAUSE DISCUSSION
ABOUT NEW ACTIVITIES

HAND-OUT FIVE

Who would like to read the hand-out today?

SOMEONE READS THE HAND-OUT.
THEN EVERYONE GETS A COPY

****

END OF FIFTH MEETING

****

HANDOUT 5

"CO-OPERATIVE ACTIVITIES"

EVALUATION OF THE COURSE

We answered a lot of questions. The answers will be useful in planning new courses of the Co-op Member Education Campaign.

THE FISHING STORY

Two boys wanted to catch fish; but at first they were not successful. Neither had the right equipment.

One had a pin and the other had a piece of string. Joined together, it became suitable equipment for fishing.

Still they caught nothing! They still needed advice about where to fish. Their grand-father told them the best place. By putting his good advice into practice, they soon caught some fish.

PURPOSE OF A CO-OPERATIVE SOCIETY

A co-op must have a purpose. It is not just a group of friends. It is a business.

The main purpose of working co-operatively is to achieve something that could not be achieved by people acting alone.

CO-OPERATIVE ACTIVITIES

There are very many different co-operative activities.

Many are to do with farming - both growing crops and marketing them. Some farmers raise livestock co-operatively.

Some co-operators put up buildings. Others work on buildings: such as plumbers, painters and electricians.

Others are concerned with making or repairing things. They may be rural craftwork co-ops or industrial co-ops in the towns.

MORE THAN ONE ACTIVITY

Many societies find it useful to have more than one activity. It reduces the risk, if one activity fails. Also it lets different skills be used, among the members.

It is worthwhile considering whether to start a new activity.

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 6 OF COURSE 1: "HOW TO CHOOSE THE BEST ACTIVITY"

****

"HOW TO CHOOSE THE BEST ACTIVITY"

****

WELCOME

This is the sixth time we have had a meeting like this.

Like we did before, we should count how many members are here today.

***** PAUSE COUNT HOW MANY?

LGL: COMPLETE REGISTER OF ATTENDANCE

LAST MEETING

Last time, we heard about different co-operative activities. We also heard that a co-operative society must have a purpose.

A main purpose of the society is to benefit the members. The society does not exist for its own sake. It exists for the benefit of its members.

Does everyone agree with that? Is it true that our society exists for the benefit of its members?

??? QUESTION "DOES OUR SOCIETY EXIST TO BENEFIT US?"
OR DOES IT SEEM TO HAVE SOME OTHER PURPOSE?

If it seems that our society does not benefit its members, then that is a serious matter. It should be taken up with the Committee.

Even if it does benefit its members, it can still be asked *"Could the members somehow get more benefit?"*

It may benefit its members by letting them do something better together than they could have done separately.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

It may benefit the members by allowing them to do something that would not otherwise have been possible.

A common example of the benefit of coming together is in the easier marketing of maize, as a group.

Another example is coming together to form a group big enough to run a business.

A new business usually has to have a building. It may need also a vehicle, a telephone, some stationery and some tools.

Last week we did discuss the purpose of our society. This week, let us think about that again; but this time we can ask:

??? QUESTIONS "WHAT IS THE MAIN PURPOSE OF OUR SOCIETY?,"
IS IT TO BENEFIT US, THE MEMBERS?
DO WE GET ENOUGH BENEFIT FROM OUR MEMBERSHIP?

LGL: NOW TICK THIS BOX ☐

??? QUESTION "DID ANYONE THINK OF A NEW STORY
ABOUT CO-OPERATION, SINCE LAST WEEK?

LGL: IF ANYONE HAS A NEW STORY
HE OR SHE COULD TELL IT NOW.
IF NOT, THEN START READING AGAIN

DISCUSSION LEADING TO DECISIONS

Also last week, we answered several questions. Our ideas will be useful to the writers of these papers.

It will help them to know how to write them better. That sort of idea can help us too. We can ask ourselves: *"How are we getting on with our activities? Could we do better?"*

When we discuss something, sometimes we should finish the discussion by asking: *"Now: what can we do about it?"*

It is useful to try to end a discussion with a decision. The decision could be to do something ourselves. It might be to tell our Committee and ask them to do something.

??? QUESTIONS "On this course,
have our discussions led to any decisions?
If not, shall we try to make decisions?
When we have a good idea, should we tell our Education Secretary?
Should we try to put it into practice ourselves?
Should we ask our committee to discuss it?

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

MAIN TOPIC FOR TODAY

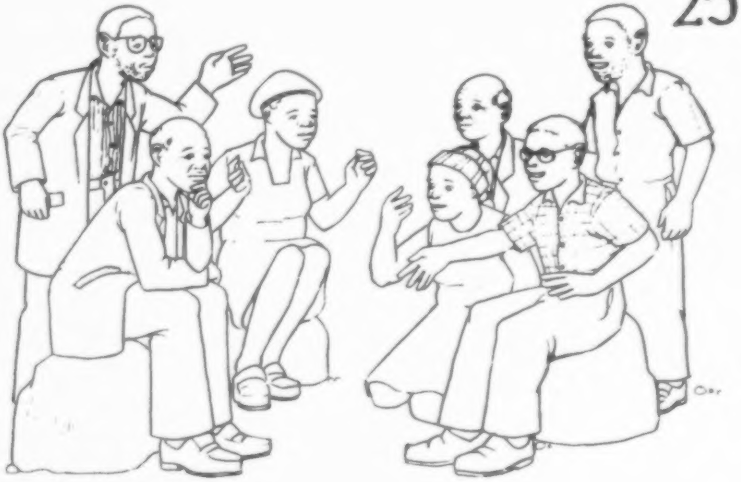
Now we shall move on from co-operative benefits and decision-making to the main topic for today.

That is: how to choose the best activity.

HOW TO CHOOSE THE BEST ACTIVITY

Look at this picture.

25



??? QUESTION "WHAT ARE ALL THESE PEOPLE DOING?"

They are sitting around, as we are, having a discussion. They are asking:

"What is the best activity for our society?"

This is an important matter to discuss.

Last time, we described the activity of our society. Could someone repeat the description we agreed?

??? QUESTION "WHAT WAS THE DESCRIPTION OF OUR ACTIVITY?"

Now we have heard again the activity of our society. It is time to ask

"Should we discuss the idea of another activity?"

"What other activity could our co-op undertake?"

"Has it ever been suggested that we should also start another activity?"

"What other activity could possibly be suitable for us?"

***** PAUSE DISCUSSION
ABOUT A SUITABLE NEW ACTIVITY

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

THE IDEA OF A NEW ACTIVITY

Sometimes a society should discuss the idea of a new activity.

Perhaps it could be added to the present one. Possibly it would be more suitable than the present one.

Perhaps it could usefully be added to the present one. So the idea of a new activity is certainly a good topic for discussion.

Maybe someone remembers our society choosing its activity, at the beginning. If so, how was it done then? Who chose it? What was the main reason for choosing it?

If no-one does remember, we could try to guess why our present activity was chosen.

***** PAUSE SOMEONE ELSE SPEAKS
ABOUT "HOW OUR SOCIETY CHOSE ITS ACTIVITY"

OR

***** DISCUSSION ON WHY WE THINK OUR ACTIVITY WAS CHOSEN

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

We shall hear now some important ideas about choosing the best activity.

Briefly the ideas are to do with:

- what the members want to do;
- what the members know best;
- what resources are available;
- what resources can be hired or borrowed;
- what can be sold; and
- what advice can be obtained.

We shall hear that list again at the end. Also it will be in the hand-out.

Now let us have a break for general discussion, before we consider the first of those ideas.

***** BREAK GENERAL DISCUSSION

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

WHAT THE MEMBERS WANT TO DO

This is very important because joining a co-op is voluntary.

So members should be happy about the activity of their society.

Still, they can ask themselves: *"Are we sure that this is the best activity?"*

Perhaps we can keep the old activity and add a new one. Many activities are seasonal. The hard work comes at certain times of year.

Then there may be slack times when another sort of work could be done.

If a society goes in mainly for farming but the members also make things in their spare time, they can still get some income in a drought season.

Quite a lot of societies have successfully added second activities like basket-making or pottery, rabbit-keeping or poultry.

There are some new activities that very few societies have started. Examples are growing herbs and spices, or bee-keeping for honey. Some co-ops in Zambia became successful at bee-keeping for honey.

STARTING THE NEW ACTIVITY

If we really wanted to add a new activity in our society, how would we get started?

We discussed the idea of a new activity earlier. Now let us discuss what we should have to do.

This should be a discussion leading to a decision. It might be a decision to try something ourselves, as a group.

Or it might be to seek more advice; or to simply suggest something to our Committee.

***** PAUSE DISCUSSION
ABOUT HOW TO GET STARTED
ON A NEW ACTIVITY IN OUR SOCIETY

Whatever we decided, we should pass on our ideas to our Education Secretary and to a Committee Member.

LGL: WRITE HERE WHAT THE GROUP DECIDED

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

WHAT THE MEMBERS KNOW BEST

Consider these three things.:

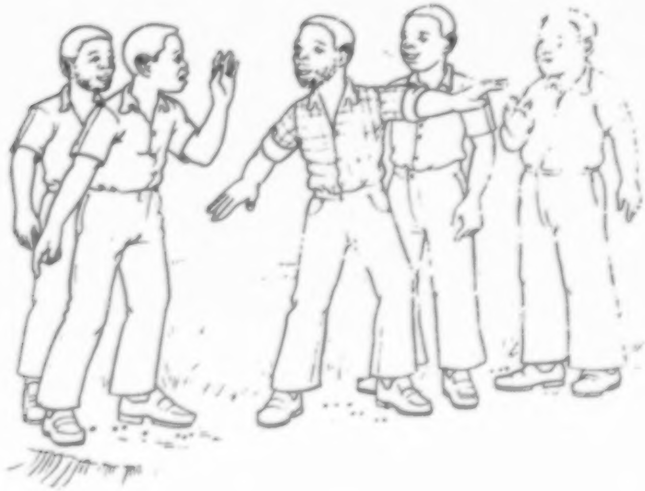
1 - The present activity of the society;
2 - What the members want to do.
3 - What the members know best.

In many societies, these 3 things will be the same. What the members know best is what they are doing.

However, many societies are quite new and some have young members bringing new skills into the group.

You can imagine a new collective of young people, like this:

26



They want to create employment for themselves; but they cannot agree on what to do.

Some say "*Farming. That is best.*"

Some say "*No, we want to live in Harare. Let us go in for repair work.*"

Others say "*We cannot do repair work. No-one has been trained in that.*"

How should these young people decide?

***** PAUSE DISCUSSION
ABOUT THE YOUNG PEOPLE'S BEST ACTIVITY
AND HOW THEY SHOULD CHOOSE IT

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

LISTING THEIR SKILLS

One thing those young people could do is make a list of their skills.

Examples of skills that they might have are: building, mechanical repair-work, carpentry, farming, animal keeping, tailoring, cooking ....and many others.

Then they could find out whether any of them could go on a training course.

It is useful in every society to discuss:
"Do we have skills that we are not using?"

and to discuss *"Could we send someone on a training course?"*

***** PAUSE DISCUSSION
ABOUT SKILLS AND TRAINING

LGL: NOW TICK THIS BOX ☐

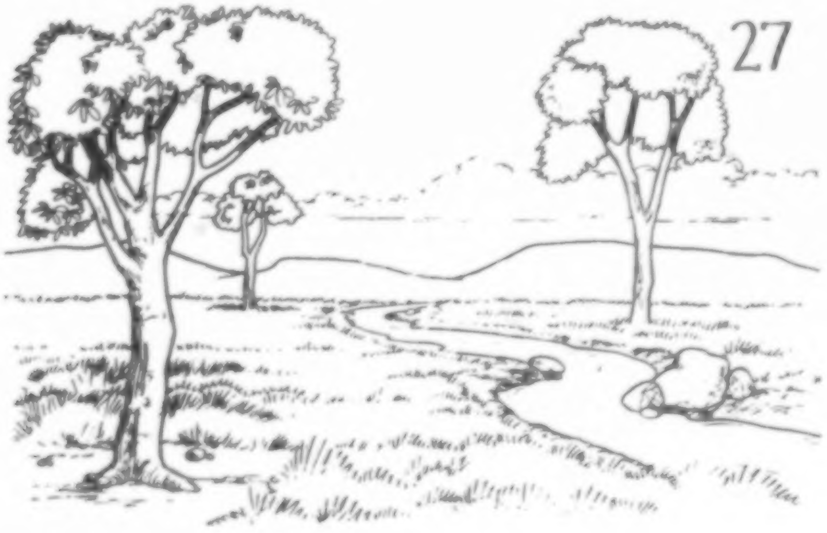
NOW START READING AGAIN

THE NEXT THING TO CONSIDER

What the members want to do is important. What they are able to do, with their skills, is important.

Still there is something else.
It is *"What resources do we have?"*

Here is a picture.



27

What resources can we see in this picture? What resources here could the members use?

***** PAUSE DISCUSSION
ABOUT RESOURCES THESE CO-OPERATORS COULD USE

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

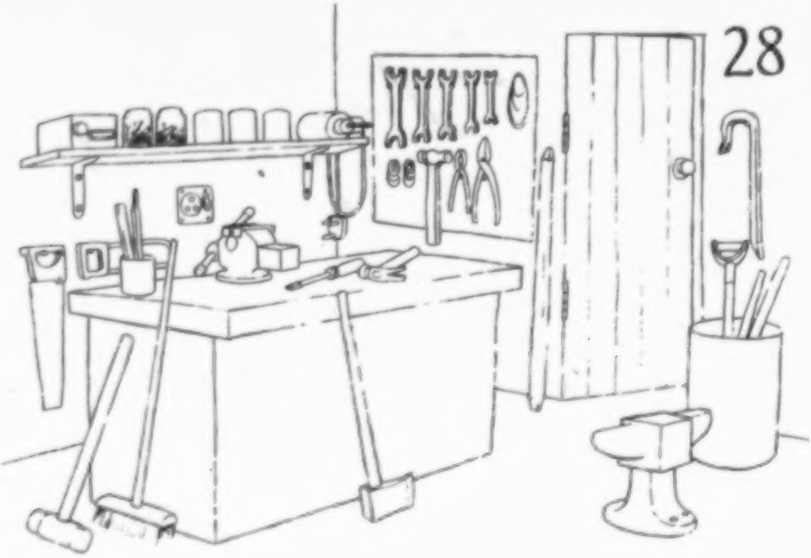
Tne co-operative society in this picture has land and water.

We can see that they also have some trees. Trees are important resources.

We see that they have some fences and a scotch-cart and two oxen.

With these resources, it is quite clear that these co-operators are farmers.

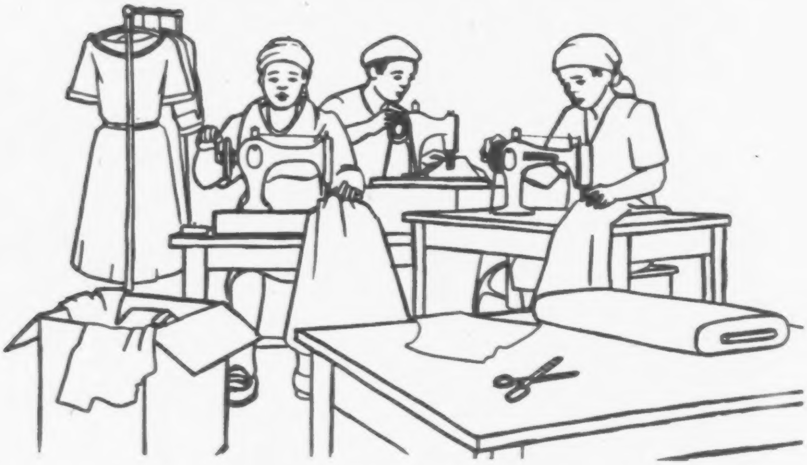
??? QUESTION "WHAT RESOURCES CAN WE SEE IN THIS PICTURE?"



28

And how about this one?
They are all quite different.

29



***** PAUSE DISCUSSION
ABOUT THE RESOURCES IN THE PICTURES

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

OTHER RESOURCES

We saw many different sorts of resources. Not all resources have to be owned. Some can be borrowed or hired.

A tractor and plough is a resource that can be hired. Money is a resource that can be borrowed from the A.F.C.

Co-operative societies can also raise money by issuing additional shares or increasing their charges. These ways of raising money are more self-reliant than borrowing is.

Now let us take a break and discuss our own resources and ways of increasing self-reliance.

***** PAUSE DISCUSSION
ABOUT OUR OWN RESOURCES AND ABOUT WAYS
OF RAISING MONEY AND INCREASING SELF-RELIANCE

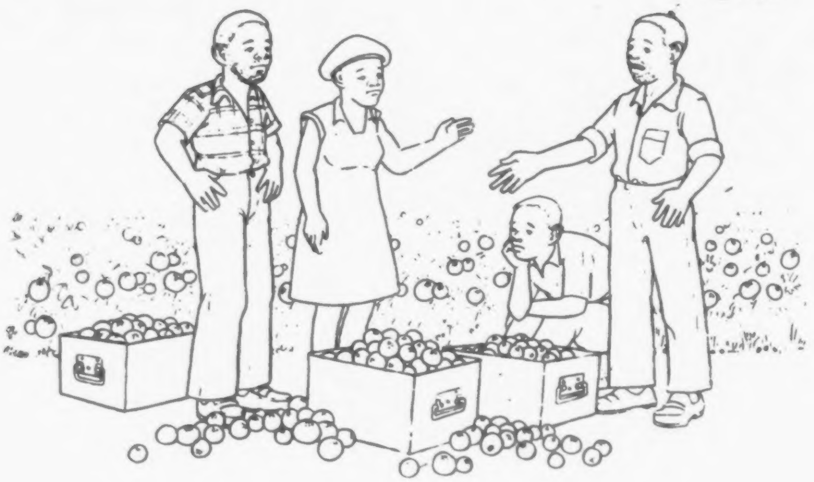
LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

WHAT CAN WE SELL

This is a different matter but it is equally important. Look at this picture.

30



In this area, they have grown a huge crop of tomatoes. They want to sell them. But if they hire a truck, the petrol would cost more than they would get for the tomatoes.

These people are good at growing tomatoes. They have the resources to grow tomatoes.

But before they planted so many tomatoes, they should have asked the question *"Can we sell tomatoes?"*

Of course, sometimes you can sell tomatoes; but this group was so far from a market that they should have grown something that would store well and not go bad.

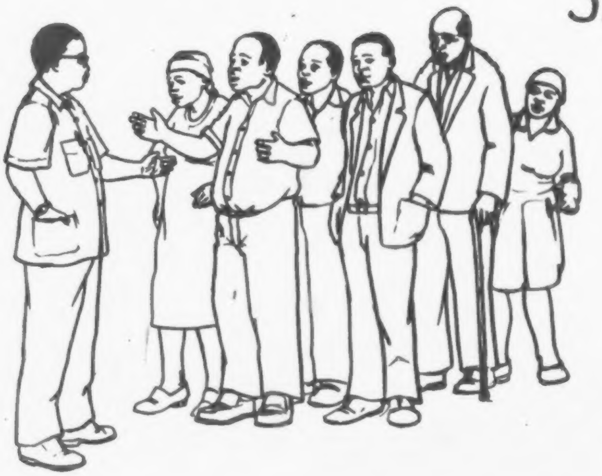
??? QUESTION "WHAT COULD THEY HAVE GROWN THAT WOULD STORE WELL?"

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE LAST THING TO DISCUSS

Here is the last picture today.



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Here is a group of people getting advice.

They have discussed among themselves all the points we have heard.

Now they are discussing it with the Co-op Officer.

Who gives us advice? Where else could we get advice?

Can anyone suggest a new way of getting more advice?

***** PAUSE DISCUSSION ABOUT GETTING ADVICE

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

NEXT MEETING

Next time, we shall discuss organisation.

That means: we shall hear about the General Meeting of the Society.

We shall also discuss Committees and what they do.

Then we shall consider the idea of a co-operative shop.

SUMMARY OF THE MEETING TODAY

Today we certainly asked a lot of questions. The main questions were:

- *"What do we want to do?"*
- *"What are we best at doing?"*
- *"What resources do we have?"*
- *"What resources can we hire or borrow?"*
- *"What can we sell?"*

and

- *"What advice can we get?"*

Now we shall see all the pictures again.

LGL: SHOW PICTURE 25 AGAIN.
ASK SOMEONE TO SAY A FEW WORDS ABOUT IT.
THEN GO ONTO THE NEXT ONE. ASK SOMEONE ELSE TO SAY A FEW WORDS.

GO THROUGH ALL THE PICTURES LIKE THIS.

***** PAUSE DISCUSSION
WHAT DID WE LEARN TODAY?

LGL: NOW TICK THIS BOX ☐

HAND-OUT SIX

To end our meeting, as usual, someone will read the hand-out for today. Who would like to read it today?

SOMEONE READS THE HAND-OUT
THEN EVERYONE GETS A COPY

****

END OF SIXTH MEETING

****

HAND-OUT SIX

"HOW TO CHOOSE THE BEST ACTIVITY"

DISCUSSION LEADING TO DECISIONS

It is useful to try to end a discussion with a decision. The decision could be to do something ourselves. It might be to tell our Committee and ask them to do something.

HOW TO CHOOSE THE BEST ACTIVITY

It is useful to ask:

"Should we discuss the idea of another activity?"

"What other activity could our co-op undertake?"

"Has it ever been suggested that we should also start another activity?"

"What other activity could possibly be suitable for us?"

THE IDEA OF A NEW ACTIVITY

Some important ideas about choosing the best activity are:

- what the members want to do;
- what the members know best;
- what resources are available;
- what resources can be hired or borrowed;
- what can be sold; and
- what advice can be obtained.

WHAT THE MEMBERS KNOW BEST

What the members know best is often the best thing to do; but it is worth asking whether new members have brought new skills into the society.

RESOURCES

Work has to be done with resources.

Members should be clear what resources they have and what other resources they might need. It may be possible to borrow, hire or buy new resources.

In some societies there are present resources not being used. A suitable new activity would make use of those resources.

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 7 OF COURSE 1: "CO-OPERATIVE ORGANISATION"

"CO-OPERATIVE ORGANISATION"

WELCOME

Welcome to our seventh meeting. Today we shall consider "co-operative organisation". This is certainly an important subject.

Today we shall be able to cover some of the main points; but it will probably be one of the main subjects in another course of the co-operative member education campaign. So we shall hear more about it later.

Before we do that, let us do the register. How many participants do we have today?

***** PAUSE COUNT HOW MANY?

LGL: NOW COMPLETE THE REGISTER OF ATTENDANCE

LGL: NOW TICK THIS BOX ☐

LAST WEEK

We discussed, last time, the idea of a new activity.

Can we remember the six main points, when choosing a new activity?

??? QUESTION "WHAT ARE THE SIX MAIN POINTS
TO REMEMBER WHEN CHOOSING A NEW ACTIVITY?"

LGL: TO REMIND THE MEMBERS
OF THOSE SIX MAIN POINTS,
READ THEM OUT AGAIN FROM HAND-OUT 6

LGL: NOW TICK THIS BOX ☐

Next, we move onto our main subject for today.

CO-OPERATIVE ORGANISATION

We discussed how our meetings have been organised. Now, we shall hear something about how co-operatives are organised.

Every co-operative society is organised in a similar way.

Even although we hear about many different sorts of co-op, it is true that the basic organisation is always much the same.

LGL: NOW TICK THIS BOX ☐

GENERAL MEETING

This picture shows us how every co-operative uses the idea of ONE MEMBER, ONE VOTE.

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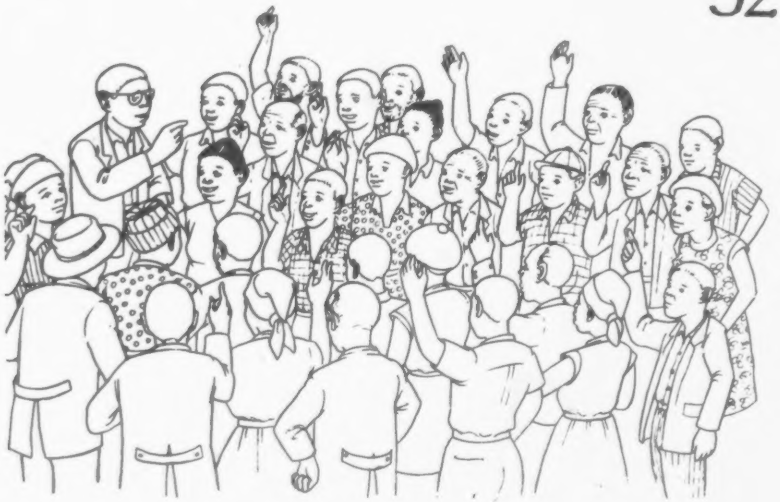


The members in this picture are at a General Meeting. The General Meeting is a meeting of all the members of the Co-operative Society.

It is the meeting where every member has a chance to speak about his opinions, ideas and problems.

If there is only one General Meeting in a year, then it would be the Annual General Meeting. Some societies have General Meetings more often than once a year.

The General Meeting makes the most important decisions for the society.

It cannot take all the decisions because it would take too long to get everybody together. That is why the Committee deals with the business of the society between General Meetings.

So, at the General Meeting, the members elect the Committee.

??? QUESTION "HAS ANYONE ATTENDED A GENERAL MEETING?
IF SO, COULD WE HEAR ABOUT WHAT HAPPENED THERE?"

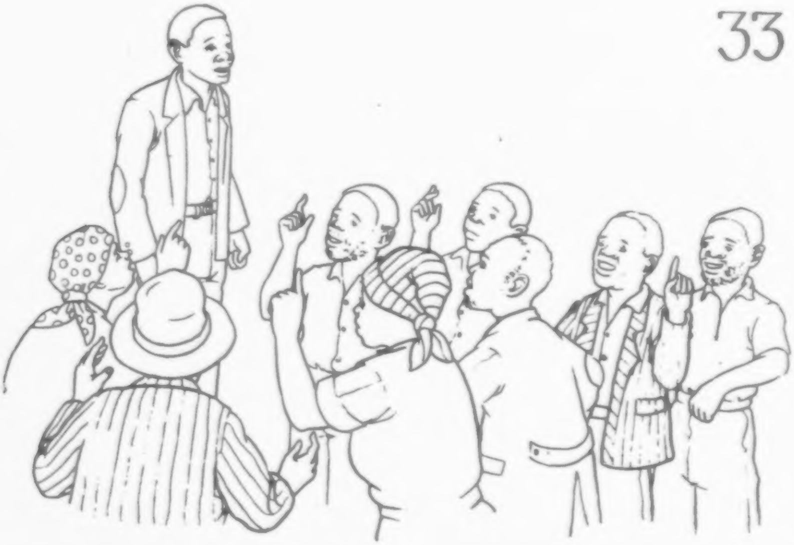
If none of us in the learning group has ever attended a General Meeting, let us try to talk with other members before our next meeting. We could find out from them what happens at a General Meeting.

In a new society, perhaps there has not yet been a General Meeting at all. In that case, we should ask the Education Secretary to find about General Meetings. Then he could come and talk to us. He could be our guest at a special meeting of this Learning Group.

LGL: NOW TICK THIS BOX ☐

THE CHAIRMAN

Members at the General Meeting elect the Chairman. He is the head of the Society and of the Committee.



33

??? QUESTIONS "WHO IS THE CHAIRMAN OF OUR SOCIETY?
WHAT SORT OF THINGS DOES HE DO FOR THE SOCIETY?
WHAT DO WE EXPECT OUR CHAIRMAN TO DO?"

The Chairman is the leader of the society; he was chosen by the members as their leader.

As the leader, his job is still to carry out the wishes of the members.

Now we could get someone who is or has been a Committee Member to tell us about the work of the Committee.

If no-one has been a Committee Member, then someone can speak on what he thinks a Committee Member should do.

***** PAUSE A COMMITTEE MEMBER SPEAKS ABOUT COMMITTEE WORK
OR
SOMEONE SPEAKS ON WHAT THE COMMITTEE SHOULD DO

Are there any questions about the Committee work? If we have further questions, we should ask the Education Secretary to help us.

??? QUESTIONS "IS ANYONE THINKING OF STANDING FOR THE COMMITTEE?
DO WE KNOW HOW TO GET ON THE COMMITTEE?

LGL: NOW TICK THIS BOX ☐

GETTING ELECTED TO COMMITTEE

If there is someone who we should like to be on the Committee, this is what we should do:

- attend the Annual General Meeting;
- one member should propose the person;
- another member should support that proposal;
- then everyone should vote for who they want on the Committee.

It is also possible to tell the Secretary, before the AGM, that a certain person is proposed and seconded for election to the Committee. That nomination would be read out at the AGM.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

WORK OF THE COMMITTEE

The Committee does most of its work for the Society at the Committee Meetings.

There should be a Committee Meeting every month.

The Secretary keeps a record of the decisions made at the meetings.

He or she writes down those decisions in a book. This is called *"keeping the Minutes"*.

KEEPING THE ACCOUNTS

Sometimes the Secretary also keeps the records of the payments in and out of the society.

Other societies have another Committee Member to do that. Then, he or she is usually called the Treasurer but sometimes called the Book-keeper.

Collective co-operatives in Zimbabwe nearly always appoint a Treasurer. Marketing-and-supply co-operatives often depend on the Union to keep those records.

Let us discuss now how our accounts are kept. Who keeps our accounts? Where are they kept?

How do ordinary members get to know about what is happening to the money?

Do we have any problems about accounts? If so, what could we do to solve them?

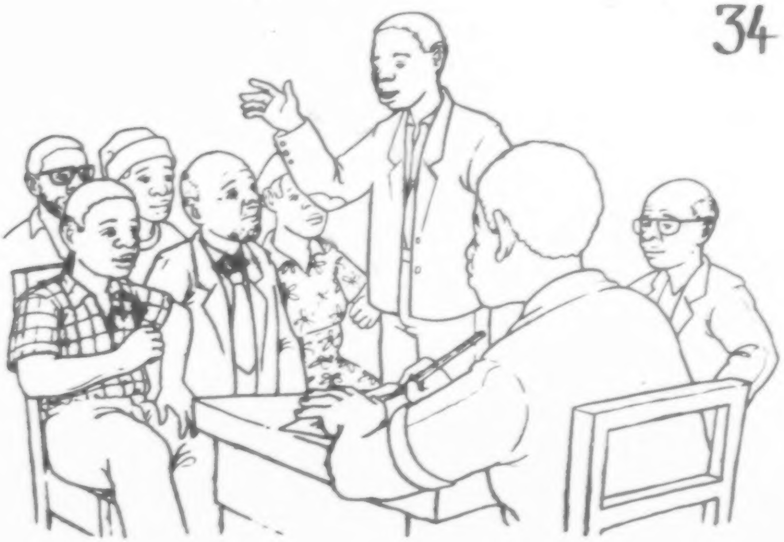
***** PAUSE DISCUSSION
ABOUT KEEPING ACCOUNTS

LGL: NOW TICK THIS BOX ☐

ACCOUNTS OF OUR SOCIETY

We should mention our ideas about the accounts to the Education Secretary or to a Committee Member.

34



We should also try to make specific suggestions. These should be put to a Committee Member.

If we are unhappy about the accounts of the society, we should definitely not simply do nothing.

We should at least press to get information about the accounts. No-one has the right to keep secrets, from the members of a co-operative, about the co-operative's affairs. It is the members' money that is involved.

We could have another discussion now about this important matter. Specifically we could now discuss what we should like to be done about the accounts.

Our ideas could be discussed by the Committee and at the next Annual General Meeting.

***** PAUSE DISCUSSION
ABOUT GETTING BETTER INFORMATION
ABOUT THE ACCOUNTS IN OUR SOCIETY

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

SUB-COMMITTEES

What is often just called *"The Committee"* is really the Management Committee. It manages the affairs of the society.

Sometimes another committee is formed for a short time to deal with a special task. For example, a society might want to change its by-laws.

A special committee or sub-committee could be formed to investigate that. It would report to the Management Committee.

BY-LAWS OF THE SOCIETY

By-laws are the rules made by a co-operative society. They are made by all the members at a General Meeting.

Those rules, called the by-laws, control how the society is run. Later in the campaign, there will some meetings about by-laws.

If anyone wants to know more about them now, he or she could ask the Secretary of the society to show him, or her, the by-laws. The secretary is supposed to keep a copy.

Has anyone seen the by-laws of our society? What do we know about our by-laws?

***** PAUSE DISCUSSION
ABOUT BY-LAWS OF OUR SOCIETY

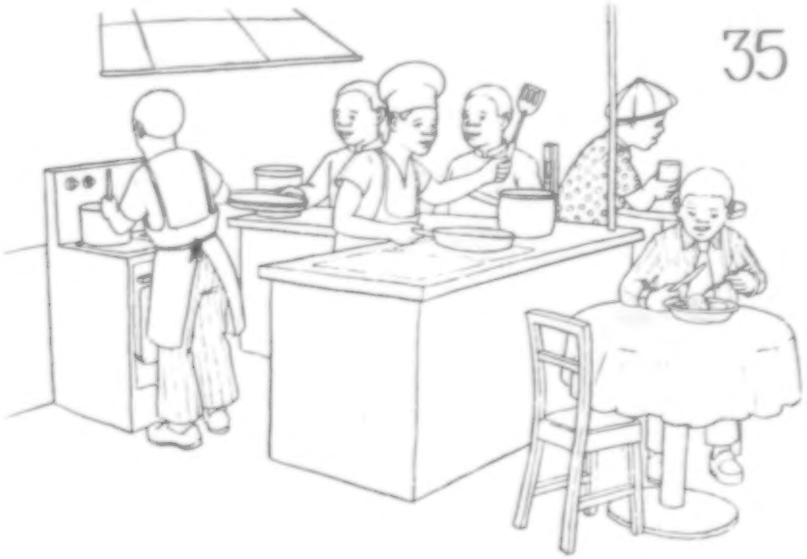
OTHER COMMITTEES

In a small society, most of the organising is done by the Secretary. In a large and busy society, the Secretary could not cope.

So a large society often has to have several sub-committees to do some of the organising.

A society dealing with several different activities can have one committee for each activity.

For example, this society runs a restaurant in town.



Their activities include buying food, transporting and storing it, cooking it and serving it to the customers.

They also have to look after their building and equipment and keep detailed accounts.

A different committee might be responsible for each of these tasks.

In 1980 many new producer co-operatives formed too many committees. By now, they have discovered which committees they really need.

In our co-op: do we have any sub-committees? Do we need any?

What could a new sub-committee in our society usefully do? Is there something that needs the special attention of a sub-committee?

***** PAUSE DISCUSSION
ABOUT SUB-COMMITTEES

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

TWO TYPES OF CO-OPERATIVE SHOP

There are two, quite different, forms of co-operative shop. They are:

- a retailing collective; and
- a co-operative shop that is a service to its members.

A retailing collective is a business, owned by the members of a collective co-operative. Members work in the shop. Like all collectives, this is a production co-op.

It provides a service to its customers, not to its members. This is not a very common sort of co-operative.

The other, more common, sort of co-operative shop provides a service to the members.

It may be a consumer co-op. This is a co-operative that is a shop, owned by the members of the society, and run mainly for the benefit of the members.

Another sort of shop, run by a co-operative society, provides a service to its members; but it is not, itself, a co-operative. It is merely part of the co-op. This type is quite common at collective farms in Zimbabwe.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

ORGANISING A CO-OPERATIVE SHOP

At its Annual General Meeting, a Society might decide to open a shop.

The Managing Committee would have to make some important decisions about:

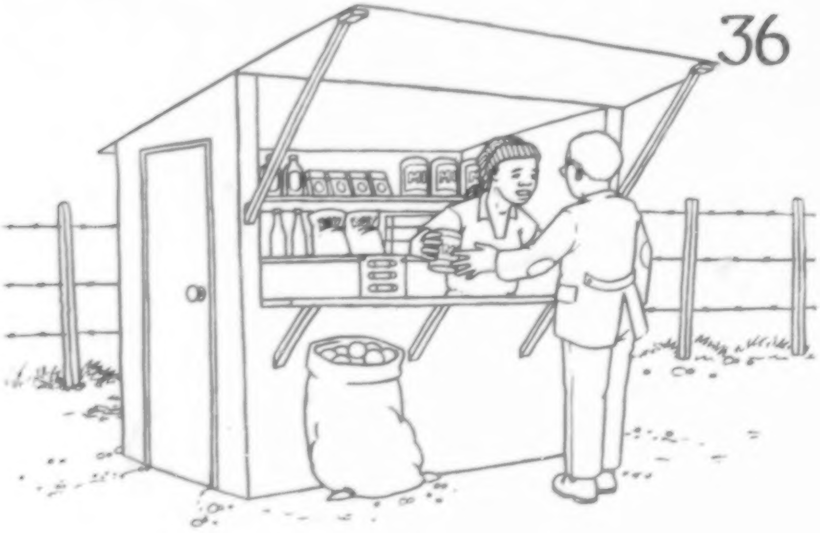
- building or renting the shop;
- deciding what to sell; and
- deciding who to appoint as the shop-manager.

The shop manager would have to be paid a salary. He or she might be an employee of the co-operative. At a collective, he or she might be one of the members.

Like any other shop-keeper, he or she would take the day-to-day decisions about the shop. These decisions would be mainly to do with obtaining new supplies.

He would also be responsible for keeping the accounts of the shop.

The members of the society would be the owners of the shop. They would also be the main customers.



36

The shop would make money from the sale of goods.

With that money, it would have to pay all of its expenses. These would include the expenses of new supplies and the shop-manager's salary.

Members should try to get people to join; then the cost of the shop-managers's salary would be divided among more members.

If some money was left over, it would be divided between the members of the society.

They would get what is called a *"patronage bonus."*

The more money they spend in the shop, the bigger the bonus. How else would they benefit from having this shop?

***** PAUSE DISCUSSION ABOUT
HOW MEMBERS COULD BENEFIT FROM A CO-OP SHOP

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

BENEFITS OF HAVING A CO-OPERATIVE SHOP

The members would benefit in three ways.

Firstly the shop would be nearby.

Secondly, it would stock what they wanted.

Thirdly, it would not charge very high prices.

It would have to charge enough to cover its costs but it would not exploit the customers because they are the owners of the shop.

??? QUESTION "COULD OTHER PEOPLE USE THE SHOP?"

The answer to the question is: *"yes."*
Other people, who were not members of the society, could use the shop; but they would not get any patronage bonus.

If they join the co-op, then they would get the patronage bonus.

Setting up a shop would take quite a lot of organisation. The effort of organising it would be worthwhile if it brought those benefits to the members.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

SUMMARY

At first, today, we discussed this campaign so far. The first two pictures were about that.

Then, we heard that all co-operatives are organised on similar lines.

Every co-op makes major decisions at its General Meetings.
SHOW PICTURE 32 AGAIN.

Then it has a Chairman and a Committee to manage its affairs.
SHOW PICTURE 33 AGAIN.

The Secretary keeps the records of the Committee.
SHOW PICTURE 34 AGAIN.

There may be other committees for other jobs, such as in this society.
SHOW PICTURE 35 AGAIN.

The society may employ some workers, like the shop-manager.
SHOW PICTURE 36 AGAIN.

LGL: NOW TICK THIS BOX ☐

STARTING OUR OWN CO-OPERATIVE SHOP

For our last discussion today, let us go back to the idea of a co-operative shop. Do we have a shop? If so, do we get the service that we want from it? How could it be improved?

Most co-ops in Zimbabwe do not yet have shops.

If our society does not have a co-operative shop, could we start one? Should we raise the matter at a General Meeting?

Would it be useful to have such a shop? Do we think it could be run successfully by our society? Do we have enough members to support a shop of our own?

***** PAUSE DISCUSSION
ABOUT STARTING A CO-OPERATIVE SHOP
AT OUR SOCIETY

HAND-OUT SEVEN

As usual, we end by hearing the hand-out. Would someone, who has not read before, like to read it today?

SOMEONE READS THE HAND-OUT FOR TODAY.
THEN EVERY MEMBER GETS A COPY OF IT.

END OF SEVENTH MEETING

HAND-OUT SEVEN

"CO-OPERATIVE ORGANISATION"

SIMILAR ORGANISATION

Even although we hear about many different sorts of co-op, every co-operative society is organised in a similar way.

GENERAL MEETING

Every co-operative uses the idea of **ONE MEMBER, ONE VOTE**. The General

Meeting is a meeting of all the members of the Co-operative Society and every member has a chance to speak about his opinions, ideas and problems.

Often there is only one General Meeting in a year. Then it would be the Annual General Meeting.

The General Meeting makes the most important decisions for the society. At the General Meeting, the members elect the Committee and the Chairman. He is the head of the Society and of the Committee.

GETTING ELECTED TO COMMITTEE

If there is someone who we should like to be on the Committee, this is what we should do:

- at the next Annual General Meeting, one member should suggest the person;
- another member should support that proposal;
- then everyone should vote for who they want on the Committee.

It is also alright to nominate someone before the AGM. If someone wants to be on the Committee, he can tell other members before the meeting.

WORK OF THE COMMITTEE

The Committee does most of its work at Committee meetings. It manages the business of the society, between General Meetings.

ACCOUNTS OF THE SOCIETY

Every member of the society has the right to know what is happeneing to the accounts.

CO-OPERATIVE SHOPS

The main sort of co-operative shop is owned by the members of the co-op and the members themselves shop there.

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 8 OF COURSE 1: "CO-OPERATIVE BENEFITS - INPUTS AND TRANSPORT"

"CO-OPERATIVE BENEFITS - INPUTS AND TRANSPORT"

WELCOME

We meet today for our eighth meeting of this Campaign.

LAST TIME

At our last meeting, we considered co-operative organisation.

In particular, we talked about the way a co-operative society is run. Major decisions are taken at the General Meeting.

The Committee is elected by the members at the General Meeting. Then it manages the affairs of the society, on behalf of the members.

The Chairman is the leader of the society. He is also elected at the General Meeting.

Since last time, has anyone discussed these things with a Committee Member?

Or has anyone learned more about the General Meeting? Perhaps someone has heard something on the radio or read something interesting. If so, we could all share it.

Has anyone spoken with our Education Secretary about General Meetings? Or asked if a Committee Member could be a guest at one of our meetings?

***** PAUSE DISCUSSION ABOUT CO-OPERATIVE ORGANISATION: ESPECIALLY ABOUT GENERAL MEETINGS AND NEW IDEAS SINCE OUR LAST MEETING

LGL: NOW TICK THIS BOX ☐

Before we proceed, let us count how many members are here today.

***** PAUSE COUNT HOW MANY?

NOW COMPLETE THE REGISTER

CO-OPERATIVE SERVICES

Today we shall start considering what services the co-op provides to its members.

In other words, we consider the benefits the members get from belonging to the society. Without these services and benefits, there would be no purpose in having co-operatives.

So this is a vital matter. It will take us two meetings to cover this subject, starting today but finishing next time.

LGL: NOW TICK THIS BOX ☐

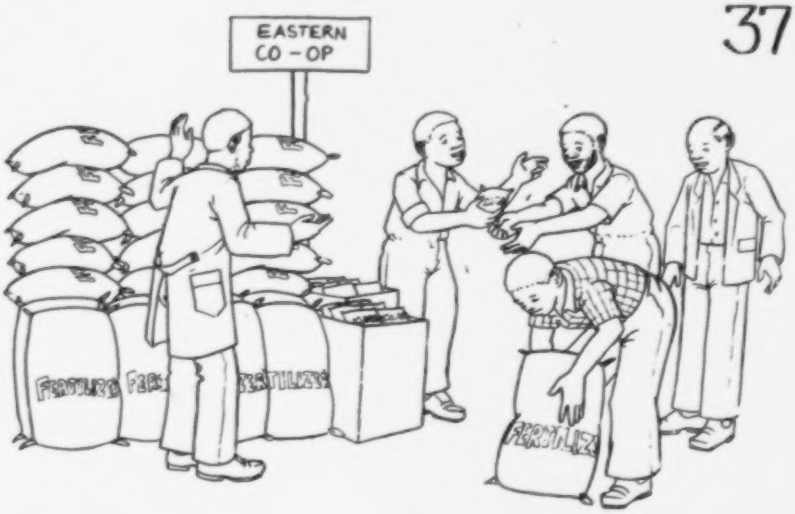
NOW START READING AGAIN

MAIN BENEFIT OF WORKING CO-OPERATIVELY

All the reasons for working co-operatively come from one main fact:

A group of people helping each other can achieve more than individuals acting alone.

Getting the inputs for farming is a good example. Small farmers often cannot order the large quantities supplied by the agricultural companies.



37

So the co-operative can help by ordering a large quantity and breaking it down into smaller amounts for different members.

LGL: NOW TICK THIS BOX ☐

??? QUESTION "IS THAT THE ONLY WAY THAT CO-OPERATIVES HELP WITH INPUTS?"

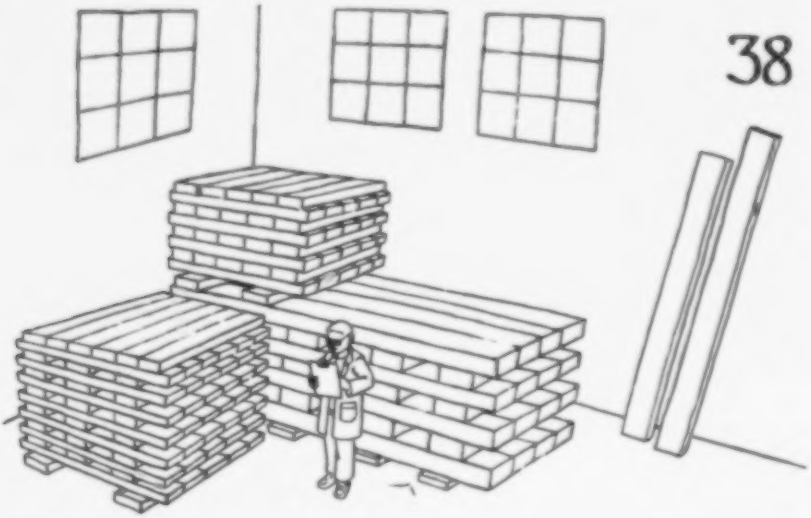
It is not only a matter of bulk: producers must get the right inputs at the right time and get inputs of good quality.

For farmers this means, for example, getting certified seeds and the right fertilisers.

Buying the right inputs, in bulk, is just as important for industrial co-operatives. They have to deal with wholesalers in large quantities.

If they buy in small quantities from retailers, their own prices will be too high when they come to sell their products.

In this picture, we see timber stacked in a warehouse in Harare. This warehouse only sells in large quantities.



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One load would last a carpenter by himself for many years. He cannot afford to buy so much timber.

A carpentry co-operative would need a lot; so they could buy at wholesale prices from the warehouse.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

Now let us have a discussion about inputs. What inputs do we use in our business?

How does our society get its inputs? Is there a good system for ordering the right inputs, in the right amounts? Do inputs come at the right time? If not, could the system be improved?

***** PAUSE DISCUSSION ABOUT INPUTS IN OUR SOCIETY

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

TRANSPORT

One of the most important co-operative services is the sharing of transport.

Let us guess: what does it cost to run a small truck from Harare to here and back again? We do not need to work out the cost accurately; at this stage, we may simply guess.

(If our society is in or very near Harare, then we should take the second question.)

??? FIRST QUESTION "WHAT DOES IT COST TO RUN A SMALL TRUCK FROM HARARE, HERE, AND BACK TO HARARE?"

??? SECOND QUESTION "WHAT DOES IT COST TO RUN A SMALL TRUCK FROM BULAWAYO, HERE, AND BACK TO BULAWAYO?"

COST OF TRANSPORT

Transport is a very expensive item. Every kilometre that even a small truck travels costs at least 90 cents. The truck operator needs to pay for blend petrol, at more than $1 per litre, or diesel, and oil.

Then he also has to pay for his road licence, insurance, repair and maintenance of the vehicle.

Still, that is not everything. The wages of the driver and loaders have to be paid. The truck may be kept at a garage. That garage costs rent and uses electricity and water. All that has to be paid for as well.

To run a big truck may cost as much as two dollars per kilometre; but we can stay with the example of our truck at 90 cents per kilometre.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

TRUCK TRIPS IN ZIMBABWE

Now we shall hear some examples of what it costs to run a truck in Zimbabwe.

??? QUESTION "DO WE WANT TO HEAR
THE COST OF RUNNING A TRUCK FROM HARARE?
OR FROM BULAWAYO? OR BOTH?

LGL: IF THE GROUP CHOOSES HARARE,
READ THE NEXT SECTION.
IF THE GROUP CHOOSES BULAWAYO,
MISS OUT THE NEXT SECTION.

TRUCK TRIPS FROM HARARE

Imagine that a truck with a load of produce takes a trip from Harare to Masvingo. That is 294 kilometres. The round trip is 588 kilometres. At 90 cents per kilometre, the round trip costs $529.

Nyanga is a little closer to Harare. The distance is 269 kilometres. So the round trip Harare-Nyanga-Harare amounts to 538 kilometres and would cost $484.

Kariba is 369 kilometres from Harare. The round trip of 738 kilometres, at 90 cents per kilometre, would cost $664.

It costs much more for the more distant places. Bulawayo, for example, is 441 kilometres from Harare and the round trip would cost the truck operator $794. Zvishavane is a greater distance from Harare; it is 489 kilometres and the round trip would cost $880.

Beitbridge and Hwange are the most distant. Beitbridge is 580 kilometres one-way or 1160 kilometres for the round trip. Hwange is 945 kilometres from Harare and 1890 for the round trip. The costs of running a truck on a round trip from Harare is $1044 to Beitbridge and $1701 to Hwange.

??? QUESTIONS "WHICH OF THOSE PLACES IS NEAREST TO US?
SO WHAT IS THE COST OF A ROUND TRIP FROM HARARE,
TO HERE, AND BACK TO HARARE?
IS THAT MORE THAN WE HAD GUESSED?"

LGL: IF THE GROUP CHOSE HARARE,
MISS OUT THE NEXT SECTION.
GO ONTO THE PART CALLED
"COST OF CARRYING INPUTS"

LGL: NOW TICK THIS BOX ☐

TRUCK TRIPS FROM BULAWAYO

Imagine that a truck with a load of produce takes a trip from Bulawayo to Masvingo. That is 280 kilometres. The round trip is 560 kilometres. At 90 cents per kilometre, the round trip costs $504.

Zvishavane is a little closer to Bulawayo. The distance is 183 kilometres. So the round trip Bulawayo-Zvishavane-Bulawayo amounts to 366 kilometres and would cost $329.

It costs much more for the more distant places. Beitbridge, for example, is 322 kilometres from Bulawayo. The round trip of 644 kilometres, at 90 cents per kilometre, would cost $580. Hwange is 335 kilometres from Bulawayo and the round trip would cost the truck operator $603.

Harare is an even greater distance from Bulawayo; it is 441 kilometres and the round trip would cost $794.

Nyanga and Kariba are the most distant. Nyanga is 704 kilometres one-way or 1408 kilometres for the round trip. Kariba is 810 kilometres from Bulawayo and 1620 for the round trip. The costs of running a truck on a round trip from Bulawayo is $1267 to Nyanga and $1458 to Kariba.

??? QUESTIONS "WHICH OF THOSE PLACES IS NEAREST TO US?
SO WHAT IS THE COST OF A ROUND TRIP FROM BULAWAYO,
TO HERE, AND BACK TO BULAWAYO?
IS THAT MORE THAN WE HAD GUESSED?"

LGL: NOW TICK THIS BOX ☐

COST OF CARRYING INPUTS

Now let us imagine the truck carrying 600 bags or boxes of inputs or produce. If it travels one way empty, the whole cost of the trip will be added to the cost of those inputs or produce.

The Harare-Masvingo trip cost $529. Divided by 600, that means that it costs 88 cents per bag to carry the produce.

If the truck with 600 bags or boxes is travelling to Bulawayo from Beitbridge, each bag incurs a transport cost of 97 cents.

Between Bulawayo and Harare the cost per bag would be $1.32. Between Harare and Zvishavane it would be $1.47.

The distant places are even more expensive. Per bag it would be $2.43 between Bulawayo and Kariba and as much as $2.84 per bag between Harare and Hwange.

??? QUESTION "SO ABOUT HOW MUCH DOES IT COST
TO CARRY ONE BAG HERE FROM HARARE,
ASSUMING THAT THE TRUCK HAS 600 BAGS ON IT?
HOW MUCH FROM BULAWAYO?

COST OF TRUCKS WHEN NOT FULL

Now let us imagine that the truck is not full. Perhaps a small society in Nyanga only produced 200 bags of produce.

Not thinking carefully about cost, they decided to send those bags to Mbare Musika. They hired the same large truck for this and it cost them $484 for the round trip.

The truck did bring a few things back for them from Harare; but their income came only from the produce that they sent to market in Mbare.

The cost for the round trip would be $484. So the cost per bag would be $2.42.

??? QUESTION "THE CO-OP IN NYANGA:
WHAT SHOULD THEY HAVE DONE
TO REDUCE THEIR TRANSPORT COSTS?

There are three things that they could have done. Firstly, they could have tried to sell the produce locally - in Nyanga or at, for example, Mutare or Rusape.

If they had to send it to Mbare, they should used a smaller truck. Or they could have joined with another co-op and sent a full large truck of produce from both societies.

LGL: NOW TICK THIS BOX ☐

CO-OPERATIVE TRANSPORT

Co-operative societies can help their members overcome the high cost of transport. The overall cost cannot be reduced; but by sharing the cost per bag can be greatly reduced.

That is why co-ops organise shared transport for their members' inputs. They still have to add a mark-up to cover the cost of bringing the inputs.

Similarly they can reduce the cost per bag on sending produce to market. The more bags are transported together, the cheaper it will be, per bag.

The transport cost will still have to be met. That is why the handling charge has to be paid.

Let us discuss this matter now. Had we realised quite how expensive it is to transport inputs and produce?

Does everyone understand better now about transport costs? If not, we can discuss what we have just heard until it is better understood.

***** PAUSE DISCUSSION
ABOUT TRANSPORT COSTS

LOL: NOW TICK THIS BOX ☐

NEXT WEEK

We shall continue the subject of co-operative services next week.

Then we shall consider the matters of co-operative marketing and co-operative production.

SUMMARY

This week we discussed the very important issue of transport. In particular we looked at the cost of transport.

Before that, we looked at buying in bulk.

SHOW PICTURE 37 AGAIN.

Would someone say a few words about this picture?

SOMEONE SAYS A FEW WORDS ABOUT THE PICTURE.

Now let us look at the next picture.

SOMEONE SAYS A FEW WORDS ABOUT PICTURE 38.

***** PAUSE DISCUSSION
WHAT DID WE LEARN TODAY?

LOL: NOW TICK THIS BOX ☐

OUR OWN TRANSPORT COSTS

For our last discussion today, let us try to decide how our transport costs could be reduced.

Firstly, let us agree what it is that we transport. What transport do we use? Who arranges it? How often is our produce transported?

How much do we pay - does anyone know? Perhaps we are paying too much. Would it help to share transport with another society?

Would it be too expensive to have a truck of our own? We should need a lot of produce for that.

Remember that only selling produce earns income. Sending the truck to buy inputs or other things costs money. So, if we had a truck, what would it be used for?

***** PAUSE DISCUSSION
ABOUT OUT TRANSPORT COSTS
AND HOW TO REDUCE THEM, IF POSSIBLE.

LGL: NOW TICK THIS BOX ☐

HAND-OUT EIGHT

Would someone now please read the hand-out for today?

SOMEONE READS HAND-OUT 8.
THEN EVERYONE GETS A COPY.

****
END OF EIGHTH MEETING
****

HAND-OUT EIGHT

"CO-OPERATIVE BENEFITS: INPUTS AND TRANSPORT"

CO-OPERATIVE SERVICES

All the reasons for working co-operatively come from one main fact:

A group of people helping each other can achieve more than individuals acting alone.

The co-operative can help by ordering a large quantity of inputs and breaking it down into smaller amounts for different members.

Producers must also get the right inputs at the right time and get inputs of good quality: for example, getting certified seeds and the right fertilisers.

Buying the right inputs, in bulk, is just as important for industrial co-operatives. They have to deal with wholesalers in large quantities.

If they buy in small quantities from retailers, their own prices will be too high when they come to sell their products.

TRANSPORT

One of the most important co-operative services is the sharing of transport. Transport is expensive. Running a small truck costs at least ninety cents per kilometre.

If the truck is full, the cost per bag will be as low as possible. If the truck is not full, the cost per bag will be more. If a society does not produce enough to fill a truck, it should share transport with another society.

Only sending produce to be sold earns money. Running a truck to buy inputs or other things costs money. If a society only sends its produce to be sold a few times per year, it probably should not have its own truck.

From Harare to Masvingo is 294 kilometres. The round trip is therefore 294 x 2 = 588 kilometres. For a truck that costs 90 cents per kilometre, the cost of a round trip will be 294 x 2 x $0.90 = $529-20.

If the truck is laden one-way with 600 bags and returns empty, the transport cost per bag will be $529-20 divided by 600 = 88 cents. If only 200 bags travel on the truck, the cost per bag will be $529-20 divided by 200 = $2-65. We can work out our own transport costs the same way.

****

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 9 OF COURSE 1: "CO-OPERATIVE PRODUCTION AND MARKETING"

"CO-OPERATIVE PRODUCTION AND MARKETING"

WELCOME

Welcome again to our meeting. We have come a long way with these meetings.

This is now our ninth meeting. So there is only one more, after today, on this first course.

Let us do the register of attendance. How many members are here today?

**** PAUSE COUNT HOW MANY TODAY?

LAST WEEK

Transport cost was our main topic last week.

We also considered buying in bulk. The carpenters' co-operative bought timber in bulk. It was cheaper for them, that way.

Co-operative farmers can more easily get the right quality and quantities of inputs than they could, as individuals.

Has anyone found out or heard or read anything about transport, since the last time we met? Or found out how many kilometres we are from Harare, or Bulawayo?

??? QUESTION "HAS ANYONE HEARD ANYTHING NEW ABOUT TRANSPORT COSTS?"

LGL: NOW TICK THIS BOX ☐

CO-OPERATIVE PRODUCTION

This week we shall look first at co-operative production. This can apply to all sorts of co-operative societies.

Of course, collectives do much more co-operative production. But members of a service co-op may also engage in a collective project.

We remember the picture of the group building a store. Also we discussed the idea of *"zunde"* or *"insimuyabantu"* projects.

LGL: NOW TICK THIS BOX ☐

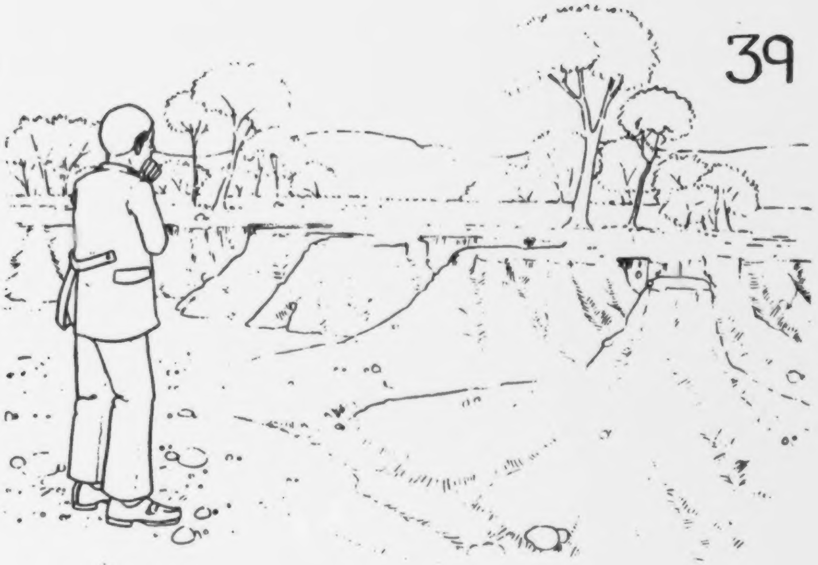
PLANNING CO-OPERATIVE PRODUCTION ACTIVITIES

It is possible for production co-operatives to enjoy benefits of large-scale production.

For example, in farming, they can plan their land use. They can afford to let one land remain fallow for a season.

This allows the land to recover if it has been heavily over-cropped or over-grazed.

A small farmer usually has to use all his arable land. Often he cultivates land that is becoming eroded because he does not have enough good land.



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Yet he knows that the land is being damaged by dongas and loss of soil.

If he ruins his land it will be no further use to him. He must find some way to let the land recover.

Co-operative farmers can also afford to use some land for fruit trees or gum-trees.

These trees will not yield an income during the first year; so the small farmer cannot afford to plant them.

Again, he needs all his land to generate income. Yet we all need more fuel-wood, building timber and fruit.

LGL: NOW TICK THIS BOX ☐

A CO-OPERATIVE WOOD-LOT

Let us discuss the possibility of having a co-operative wood-lot in our area. Could we plan and start such a thing?

***** PAUSE DISCUSSION ABOUT A CO-OPERATIVE WOODLOT

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

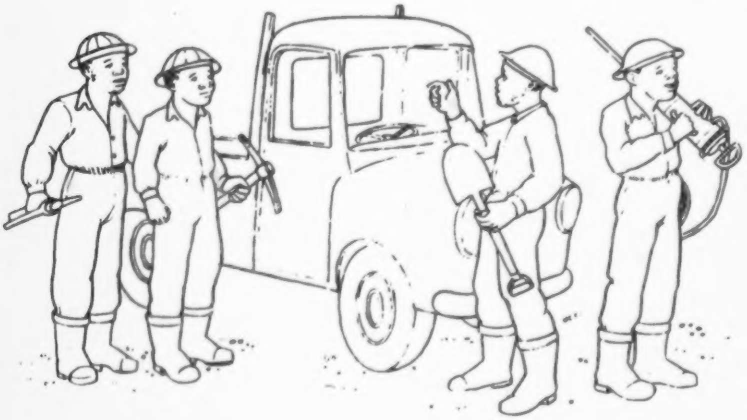
SHARING TOOLS AND EQUIPMENT

Production is more effective with the proper tools and equipment. Some activities are not possible at all without equipment.

At the second meeting, we heard about a society mining chrome.

They had to hire mining equipment and a truck.

40



They could not work as miners without the proper equipment.

Similarly, several new building co-operatives, started since Independence, have had a problem to do with equipment. They have not had enough tools; nor have they always had the right tools.

It is possible to build simply with very few tools. However, to compete successfully with big firms, heavier and more expensive equipment is needed.

If a co-op borrows money to buy that equipment, they must then get enough income to repay the loan. To get enough income, they will have to get enough work.

So they take a risk in buying that equipment; but they will never manage to do a big job without it.

How can a society decide whether to take that risk?

Does it have something to do with planning? If they know how much work is likely to be available, they can safely plan to spend borrowed money on equipment.

Should we get more tools and equipment in our society? Would we be more productive if we did that?

***** PAUSE DISCUSSION ABOUT TOOLS AND EQUIPMENT FOR PRODUCTION

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

USE OF EQUIPMENT FOR PRODUCTION

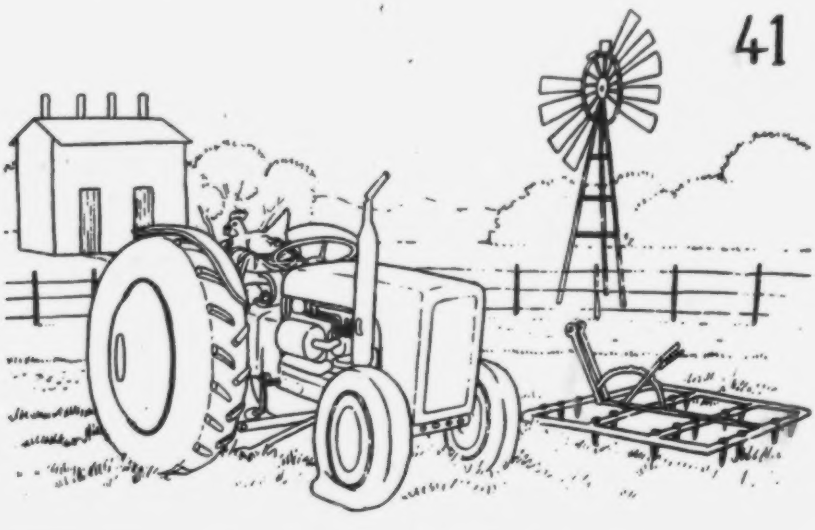
The problem about getting the right equipment also occurs in, say, a wood-working business. Of course it happens also in agriculture, as we all know.

We also know that it is not enough to just afford to buy or hire the equipment - whether it is a knitting machine, a power saw, a tractor or whatever it is.

To operate equipment successfully, the society must also have:

- someone with the skill to use it;
- someone with the skill to maintain it; and
- enough money to supply it with inputs (like petrol or electricity).

If the users do not have the right skills, the machine will soon become useless. Similarly, if they cannot afford the inputs to the machine, it is useless.



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Then, the co-operators would have been better to stay with the simple equipment that they had before.

LGL: NOW TICK THIS BOX ☐

CO-OPERATIVE LABOUR

One man by himself cannot easily engage in a variety of activities. So, if his main activity fails, he has a big problem.

Members of a large production co-operative can engage in a variety of activities. Even if one fails, they have not lost everything.

Also, in a large co-operative, it is possible for different members to work at different tasks.

By doing so, the members get better at their chosen task. They develop skills by practice.

LGL: NOW TICK THIS BOX ☐

Let us consider our own society. Have the members improved their skills?

That means: has someone or more than one been on a course? Or managed to acquire a new skill from someone else.

What can we do now about improving our skills?

??? QUESTION "HAVE THE MEMBERS IMPROVED THEIR SKILLS?"

LGL: NOW TICK THIS BOX ☐

EMPLOYING LABOUR

In all co-ops, there is the possibility of employing labour; but this should be done only under certain special circumstances.

The purpose of employing labour may be to release co-op members themselves from administrative tasks.

Then they use their own labour for production.

Another reason for employing labour is to make use of skills that no-one in the society has. This is often the case where a Union employs a secretary/manager.

If a member of a society is employed as the secretary, he cannot then be a member of the Committee. A member who acts as secretary, but is not paid, can be a member of the Committee.

??? QUESTIONS "IS OUR SECRETARY AN EMPLOYEE?
IS OUR SECRETARY A MEMBER OF THE SOCIETY?"

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

PAYING FOR LABOUR

In every case, hired labour has to be paid for by the members. Of course, labour should be paid at least at the minimum wage, if not more.

If members of a collective find that they need more labour, they should consider first whether to expand their membership.

Also, in a co-operative society, much of the administrative work should be done on a voluntary basis by members on the Committee.

Let us talk about this matter of labour. Does our society employ anyone? If so, who is employed? Could the employee become a member of the society?

If our society does not employ any labour, should it employ someone? Would that help us in any way?

Could there be any problems if some workers are co-op members and other workers are hired employees?

***** PAUSE DISCUSSION
ABOUT LABOUR

LGL: NOW TICK THIS BOX ☐

That completes our first main topic for today: co-operative production. Let us take a short break now before we begin our second main topic: co-operative marketing.

***** BREAK GENERAL DISCUSSION ON WHAT WE HAVE HEARD SO FAR TODAY

LGL: NOW TICK THIS BOX ☐

MARKETING

A useful co-operative benefit to farmers is getting grain-bags. It would be less easy for them to get bags by themselves.

That is one example of how co-operative marketing helps the farmer. Farmers can get co-operative benefits at every stage of marketing.

There are 6 main stages of marketing agricultural produce. Industrial products are marketed a little differently; but the system is not altogether different.

These are the 6 main stages:

- collection from or delivery by producers;
- weighing and grading;
- storage;
- loading;
- transport to main market (such as GMB);
- payment.

In many large societies, members are familiar with all of these stages. In a small or new society, some stages may not have been used yet. For example, producers of school uniforms might not weigh, grade or store them. Instead, they would go straight from the stage of production to the stage of transport to be sold.

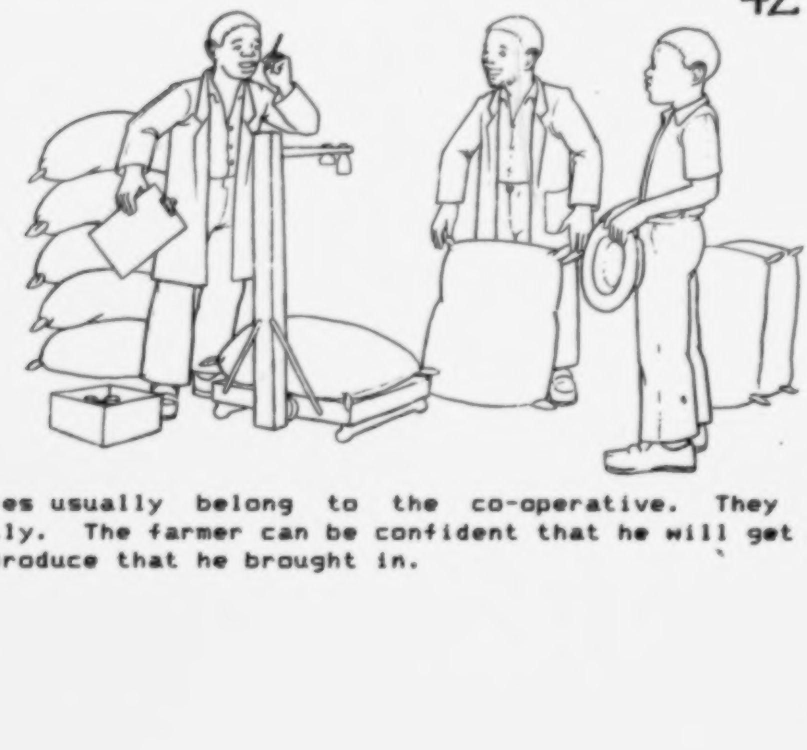
L: NOW TICK THIS BOX ☐

NOW START READING AGAIN

WEIGHING IN THE PRODUCE

The next stage is bringing in the produce to be weighed. In this picture, a farmer is having his maize crop accurately weighed.

42



The scales usually belong to the co-operative. They are checked frequently. The farmer can be confident that he will get paid for all of the produce that he brought in.

This is a co-operative benefit. Without it, the farmer would be at the mercy of traders who might use faulty scales.

??? QUESTIONS "DO WE HAVE A SCALE?
HOW DO WE GET OUR PRODUCE WEIGHED AND MEASURED?"

TRAINING SOMEONE TO GRADE GRAIN

The GMB will train a co-operative member to grade grain.

Then, when the produce is being bagged, the trained person can make sure the best grain is not mixed with the worst.

If Grade A grain is mixed with Grade C, it all has to be called Grade C; but if a grader can keep them apart, the farmer who grew the Grade A grain can get a higher price for it.

***** PAUSE DISCUSSION ABOUT SOMEONE
GOING TO BE TRAINED TO GRADE GRAIN

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE PLAY

Now we shall try something new. It is a short play. It is really like a discussion; but we pretend that we are in a real situation. The play should last about ten minutes.

We can choose either of these two topics:

- *(1) "The Members who would not Work"; or*
- *(2) "Hiring a new Secretary/Manager".*

Both situations could occur at any co-operative society; but generally the first play will be more suitable for collectives and the second play for service co-operatives.

Acting a little play can help everyone to understand what happens in these situations.

It can also help to show what problems can occur. When we know exactly what the problems are, it becomes easier to deal with them.

LGL: NOW TICK THIS BOX ☐

CHOOSING THE PLAY

To help us decide which play to choose here is a little information about both of them.

THE FIRST PLAY

The first play happens at a co-operative that has been established for 2 or 3 years. After many difficulties, through hard work, they started to make progress.

The members have produced a good crop of cotton and sun-flowers. The crop has fetched a large sum of money.

Unfortunately they were less successful with raising animals. In fact, the chickens became sick and died. The pigs were sold for a very low price because they, too, did not grow well.

Two of the members were in charge of the chickens and pigs. Those two members argued that no-one helped them to maintain the chicken-run and that it could not be their fault if the chickens got sick.

They also claimed that they were not given enough money to buy chicken-mash and pig-creep. However, every time they went to the town to buy chicken food, someone saw them drinking heavily in a bar. Now they want a share of the income from the crops.

In the play, those two members appear before the Committee to explain what happened.

LGL: NOW TICK THIS BOX ☐

THE SECOND PLAY

In the other play, a society has become quite big. The members have decided to hire a secretary/manager.

A candidate is coming to be interviewed for this job; a few members know that the candidate is the Vice-Chairman's nephew.

LGL: NOW TICK THIS BOX ☐

THE MAIN PARTS IN THE PLAYS

Both plays need at least three people to speak the main parts. Everyone can take some part in the play; but we have to choose the three main parts.

In the play *"The Members who would not Work"* the three will act the parts of:

- the chairman of the society;
- the pig-keeper; and
- the member in charge of the chickens.

In the other play, *"Hiring a new Secretary/Manager"* the three main parts will be:

- the Chairman of the society;
- the Vice-Chairman of the society;
- the person being interviewed for the job.

LGL: NOW TICK THIS BOX ☐

Now let us decide which play we shall choose.

***** SHORT DISCUSSION "WHICH PLAY SHALL WE CHOOSE?"

LGL: NOW TICK THIS BOX ☐

CHOOSING THE PEOPLE FOR THE PARTS

Now we have chosen the play, we must choose the people to take the parts.

It could be useful to have people who have some experience of such situations to take the parts; but it is not essential.

***** SHORT DISCUSSION "WHO WILL TAKE THE PARTS?"

LGL: NOW TICK THIS BOX
(IF THE GROUP CHOSE *"HIRING A NEW SECRETARY/MANAGER"*,
THEN MISS OUT THE NEXT PART.
TURN OVER 2 PAGES.)

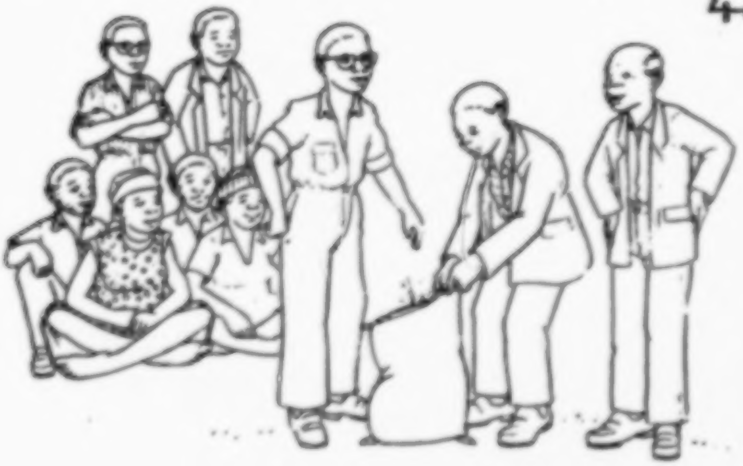
+ +

PLAY: *"THE MEMBERS WHO WOULD NOT WORK"*

In this play, the other members of the learning group can take the parts of other members of the committee.

The play begins as the chairman outlines the problem.

We have to make up the play ourselves, from our own experience; but to help us get started, here is a picture of some other people, like us, doing this play.



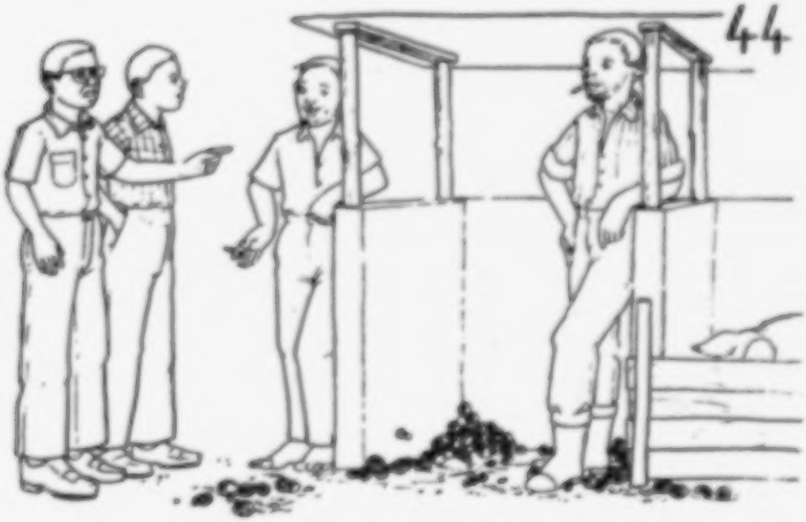
LGL: IF NO-ONE WANTS TO START, YOU TAKE THE ROLE OF THE CHAIRMAN. IF NECESSARY, PICK PEOPLE FOR THE OTHER PARTS.

Also, to help us get started, this is what might happen at the beginning:

> The chairman begins to describe the work of the co-operative, especially how nearly everyone worked hard and they got some useful assistance.
>
> As a result, the crops were successful.
>
> The pig-keeper interrupts: *"Yes the crops were successful - but no-one else was interested in the pigs."*
>
> The chairman asks the pig-keeper *"Tell us exactly what happened to the pigs."*
>
> The pig-keeper starts to tell a long story; but the other members get angry. They think that the pig-keeper has neglected his work and wasted the co-operative's money.
>
> The member in charge of the chickens supports the pig-keeper:
> *"How can you talk about pigs now? You never came to help when the sty was dirty. We had to clean it ourselves."*
>
> The members argue that it was their job to clean it. Because they did not clean it properly, the animals got sick. The pigs and chickens were always hungry, as well.

The pig-keeper replies that there was never enough water to clean the pig-sty. All the water went to the crops.

Did they expect him to clean it with his bare hands?



We can invent other problems as well, as the play goes on. Now let us get started and try to make it like a real situation.

PLAY 'THE MEMBERS WHO WOULD NOT WORK'

◆ ◆ ◆

◆ ◆ ◆

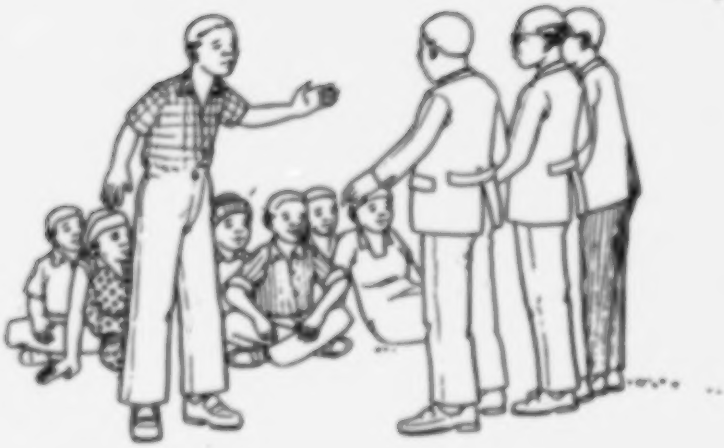
PLAY: *"HIRING A NEW SECRETARY/MANAGER"*

In this play, three members will take the parts of the Chairman, Vice-Chairman and a young man or woman coming for interview.

Other members of our Learning Group can take the parts of other members of the Committee.

The play begins just before the person arrives to be interviewed. The place is wherever the Committee usually meets.

We have to make up the play ourselves, from our own experience; but to help us get started, here is a picture of some other people, like us, doing this play.



LGL: TICK THIS BOX. ☐

LEARNING GROUP LEADER: IF NO-ONE WANTS TO START, THEN YOU TAKE THE ROLE OF THE CHAIRMAN

IF NECESSARY, PICK PEOPLE FOR THE OTHER PARTS.

Also, to help us get started, this is what might happen at the beginning:

> The Chairman asks: *"Does anyone know this person who is coming to be interviewed?"*
>
> The Vice-Chairman replies: *"Yes. He is my young nephew."*
>
> They have a discussion about whether it is a good thing to employ the Vice-Chairman's nephew.
>
> Some people think it is a good thing because it means that he is not a complete stranger.
>
> Some other people think that he has been invited only because he is the Vice-Chairman's nephew. So he might not be the best one for the job.

LGL: TICK THIS BOX. ☐

Then the young man comes in. The Chairman greets him and they all start to ask him questions about where he went to school, what other work he has done, and what experience he has had.

After that, he has some questions about the society. He wants to know how the members earn their living. He will ask how much he will get paid.

In the play, the young man tries hard to get the job; but he has not had very much useful experience.

Here he is telling the Committee about his school-work. he has brought his certificates to the meeting.

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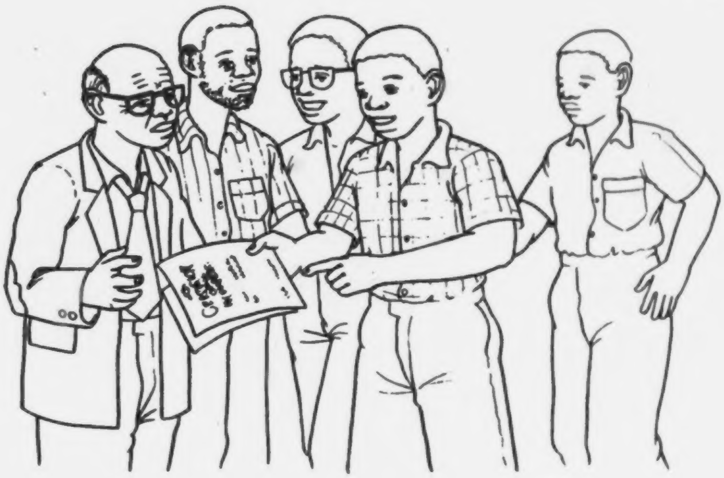

When he leaves the room, some members want him and others still do not want him. There will be a big discussion about whether he should be employed.

Now let us have the play and try to make it very like a real situation.

PLAY "HIRING A NEW SECRETARY/MANAGER"

++++++++++++++++++++++++++++++++++++
++++++++++++++++++++++++++++++++++++

LGL: AFTER THE PLAY, ☐
TICK THIS BOX.
START READING AGAIN

What happened in our play? What sort of problems came up?

Depending on which play we did, our discussion could go into the problems, generally, of:

- how to deal with disloyal or lazy members; or
- hiring a secretary, shop-manager or anyone else.

We could talk about those things, in real life, and what might happen in our society.

At Meeting Four we did discuss the problem of disloyalty; in the first play, today, the two members failure to work was a form of disloyalty to their society.

Hiring labour was something we discussed earlier today.

***** - PAUSE DISCUSSION
ABOUT OUR OWN PLAY AND THE SORT OF PROBLEMS
THAT OCCUR IN THOSE SITUATIONS

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

SUMMARY

That bring us near the end of this meeting.

Today we considered co-operative production.

SHOW PICTURE 39 AGAIN

This picture shows a farmer with a problem.

The miners in the this picture had some important decisions to make about equipment for production.

SHOW PICTURE 40 AGAIN.

SHOW PICTURE 41 AGAIN

This one shows people using simple tools.

SHOW PICTURES 42 and 43 AGAIN.

Finally, we had our play. That was a new experience for us, on this course.

SHOW PICTURES 44 and 45 AGAIN.

The play helped us to understand that situation better.

LGL: TICK THIS BOX. ☐

NEXT MEETING

The next meeting will be the last one, on this course.

We shall touch on some of the main points again.

FINAL DISCUSSION TODAY

Whenever we have a serious problem we should seek ways to resolve it and not just complain about it.

Some ways to do this are:

- discuss it with friends;
- ask the Committee to discuss it;
- get advice from the co-op officer.

In each case, we should try to reach a decision. The decision would be about what was to be done. Then the necessary action would be taken.

In our play, some problems came up.

Could these problems be solved? Could they first be discussed? Discussion would help to understand the problem.

Then, could some action be agreed on? At least, could some advice be obtained?

Then, could that action be taken? Let us talk about this business of

discussion

decision

action

***** PAUSE DISCUSSION
ABOUT HOW TO SOLVE PROBLEMS
BY "DISCUSSION - DECISION - ACTION"

L0L: NOW TICK THIS BOX ☐

HAND-OUT NINE

Finally let us hear the hand-out for today.

SOMEONE READS THE HAND-OUT.
EVERYONE GETS A COPY OF IT.

LGL: TICK THIS BOX. ☐

****

END OF NINTH MEETING

****

HAND-OUT NINE

"CO-OPERATIVE PRODUCTION AND MARKETING"

CO-OPERATIVE PRODUCTION

Co-operative production can apply to all sorts of co-operative societies.

PLANNING CO-OPERATIVE PRODUCTION ACTIVITIES

Production co-operatives, in farming, can plan their land use. They can let one land remain fallow for a season to recover if it has been heavily over-cropped or over-grazed.

A small farmer usually has to use all his arable land. Often he cultivates land that is becoming eroded because he does not have enough good land.

Co-operative farmers can also afford to use some land for fruit trees or gum-trees. They can start a co-operative wood-lot.

SHARING TOOLS AND EQUIPMENT

Production is more effective with the proper tools.

If a co-op borrows money to buy that equipment, they must get enough income to repay the loan. To get enough income, they will have to get enough work.

USE OF EQUIPMENT FOR PRODUCTION

To operate equipment successfully, the society must have:

- someone with the skill to use it;
- someone with the skill to maintain it; and
- enough money to supply it with inputs (like petrol or electricity).

CO-OPERATIVE LABOUR

Members of a large production co-operative can engage in a variety of activities. Even if one fails, they have not lost everything. Also, in a large co-operative, it is possible for different members to work at different tasks. By doing so, the members get better at their chosen tasks.

EMPLOYING LABOUR

Hired labour may release co-op members themselves from administrative tasks. Then they use their own labour for production. Another reason for employing labour is to make use of skills that no-one in the society has. Hired labour has to be paid for by the members.

****

(Some points from this meeting will be in Hand-out Ten.)

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
MEETING 10 OF COURSE 1: "OURSELVES"

****
"OURSELVES"
****

WELCOME

Welcome to our last meeting of this course!

How many members are here today?

**** PAUSE COUNT HOW MANY TODAY?

LAST WEEK

Last week we continued with the subject of co-operative services.

We remember how we looked at co-operative transport in Meeting Eight?

We went on from that, last week, with co-operative production and, then, co-operative marketing.

Then we had our play. Has anyone discussed the play with a member of a different Learning Group?

??? QUESTIONS "HAS ANYONE TALKED TO MEMBERS
OF ANOTHER LEARNING GROUP?
IF SO, HOW DID THEY GET ON WITH THE PLAY?"

If no-one has talked to a member of another Learning Group, then consider this question:

??? QUESTION "SHALL WE CONTACT ANOTHER LEARNING GROUP?
SHOULD WE OFFER TO SHOW THEM OUR PLAY?
SHOULD WE ASK TO SEE THEIR PLAY?"

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THIS COURSE "GETTING STARTED"

In this course, we have had a lot of questions and discussions. The purpose of that has been to help us find out more about our own work.

In our work, there are problems sometimes. There are also chances to do things better.

Our discussions should lead to to decisions about doing things in a better way.

We cannot always blame others for our problems. Often we can solve them ourselves. If we cannot solve them ourselves, we should try to get help.

Now let us hear again about what we have learned.

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE FIRST THREE MEETINGS

To remind ourselves about the course, here is a list of the meetings we have had.

1 "The Co-op Member Education Campaign - What it is about."
At the first meeting, we learned about the campaign itself.

2 "The Meaning of Co-operation"
The second meeting was about getting new ideas. We also finished the story of the three men, getting the logs. Then we heard about co-operative societies.

3 "Different Sorts of Co-operative"
That time, we finished the story of the woman at the mine. Then we went onto to talk about collective co-ops and marketing-and-supply co-ops in Zimbabwe.

That took us one third the way through the course. Let us have a short break now, while we recall those things we learned at those early meetings.

***** BREAK GENERAL DISCUSSION
ABOUT THE EARLY PART OF THE COURSE

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THE NEXT THREE MEETINGS

Our fourth meeting was "More about Different Sorts of Co-operative." It included a long story about a multi-purpose co-op.

Then there was the short story about the painters' co-op and we started to discuss *"Zunde"* and *"Ilima"* projects.

At Meeting 5 we did an exercise to tell the organisers what we thought of the course. The rest of the meeting was about "Co-operative Activities." The story was about the boys who went fishing. Then the main discussion was about the main activities of co-operative societies.

The sixth meeting was concerned with "How to Choose the Best Activity." It asked some important questions. The first question was: *"What do we want to do?"* The next was: *"What are we best at doing?"*

There were four other important questions. Each one has to be asked, in order to help choose the best activity.

??? QUESTION "CAN ANYONE REMEMBER
WHAT THOSE FOUR QUESTIONS WERE?

If we cannot remember, someone could read them out from Hand-out Six. Let us hear them again, if anyone has brought that hand-out.

LGL: NOW TICK THIS BOX ☐

THE LAST THREE MEETINGS

At Meeting Seven we started the subject of "Co-operative Organisation." That included facts about the General Meeting and about Committees.

It included also the idea of a co-operative shop.

??? QUESTION "HAS ANYONE SUGGESTED THE IDEA OF A CO-OPERATIVE SHOP TO A COMMITTEE MEMBER?

Meeting Eight was the first of two meetings about co-operative benefits. It was concerned with the matter of inputs and transport.

That was the meeting that included all those figures about distances from Harare and the cost of carrying 600 bags on a truck.

??? QUESTION "HAS ANYONE WORKED OUT THE COST OF A TRUCK TRIP BETWEEN HERE AND BULAWAYO OR HARARE?

Last week, at Meeting Nine, we continued the subject of co-operative services. That time, our attention was mainly on co-operative production and marketing.

LGL: NOW TICK THIS BOX ☐

NEW IDEAS

That brings us up to this meeting. Before we go on, has anyone got a question or anything to contribute?

It might be something useful from the radio programmes; or it could be something from the newspaper.

It could be an idea we got from another Learning Group or from the Education Secretary.

??? QUESTION "DOES ANYONE WANT TO SPEAK?
DOES ANYONE HAVE A PROBLEM WE SHOULD DISCUSS?
OR DOES SOMEONE WANT TO TELL US SOMETHING NEW?"

LGL: NOW TICK THIS BOX ☐

NOW START READING AGAIN

THIS WEEK

This week the subject is *"ourselves"*

We should take control of the rest of this meeting, ourselves.

For that reason, there is no new topic; there is no new learning material.

We have to decide what we shall usefully do today. The choice is entirely our own. If we wish, we can use the suggestions that follow, but we are not obliged to use them.

LGL: NOW TICK THIS BOX ☐

SUGGESTIONS

We can listen to some suggestions. Then we could pick one. Or we could do something quite different.

Here are some suggestions:

- Go through all the pictures again. We might have some new ideas about them now.
- Discuss what we have learned on this course. We could make a report to the Education Secretary on the main points. We could also make recommendations to the Committee.
- Discuss and decide what we should like to be covered in the next course.
- Pick one of the meetings, that was interesting or difficult, and have it again.
- Have another play, on a subject of our own choice; or we could have the other play, from last week.
- Pick out our most worrying problem, discuss it and think of what we could do to solve it.
- Discuss and decide what we could do for a "*zunde*" or "*insimuyabantu*" project.

Now we shall discuss this. Do we want to choose one of those activities for today? Or shall we choose something different?

How shall we decide, for ourselves, on the best use of this meeting?

***** PAUSE DISCUSSION
"WHAT SHALL WE DO TODAY?"

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

RULES FOR GUIDANCE

Now we have decided what to do, let us do it; but let us also remember some rules that we have learned on this course.

These are:

If we have a problem, we should discuss it.

We should try to decide what causes the problem.

Then we should try to discover a way of solving it.

If we cannot solve it by ourselves, we should get some help.

Our Committee should be the first to help with our problems.

TODAY'S TOPIC -- OUR CHOICE
Now let us proceed with our chosen activity for today.

!!!!! ACTION
ACTIVITY OF THE MEMBERS' OWN CHOICE

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

FAREWELL

That brings us to the end of the last meeting. We do not need a summary today because the whole meeting was a sort of summary.

We could say *"At the next meeting, we shall discuss such-and-such"*; but we should have to decide for ourselves what the topic would be.

Later, there will be another course of meetings. This one called *"Getting Started"* was only a beginning. It was the first part of the campaign.

We shall be told about the next course by our Education Secretary. He or she will be informed by the co-op officer.

The staff at the Department of Co-operative Development are considering the suggestions we made in Meeting Five.

With those suggestions in mind, they are working on the details of the next course.

We shall hear about the next one quite soon.

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

A MEETING OF OUR OWN

There is a final question we could ask. Now we have got used to having these meetings. Would it be useful to have more?

We could have our own meetings for a while; then we carry onto the next course when we receive the materials.

Our group could meet to discuss a new topic; or instead of a meeting, we could have a visit. We might be able to visit another Society.

It might be interesting to find out how they make their society work. We might be able to help them and they might be able to help us.

We could take a decision about this now.

??? QUESTIONS "SHOULD WE CONTINUE THESE MEETINGS?
COULD OUR LEARNING GROUP KEEP ON LEARNING?"

LGL: NOW TICK THIS BOX ☐
NOW START READING AGAIN

If the Learning Group is to continue, we should pick a topic for discussion, next time.

We could invite a guest. Our guest could be someone from another Learning Group. Or we decide where to go on a visit.

Another possibility would be another play. We could make up one of our own; or we use the extra play *"Bringing in the Produce to be Weighed."* That play is included in this book, after Hand-out Ten.

Let us decide what to do.

***** PAUSE DISCUSSION
ABOUT ABOUT A NEW TOPIC OF OUR OWN CHOICE
OR ABOUT INVITING A GUEST TO OUR MEETING
OR ABOUT DOING ANOTHER PLAY

LGL: NOW TICK THIS BOX ☐

HAND-OUT

The hand-out today includes some points from last week. Because we covered so much at Meeting Nine, it could not all be summarised in Hand-out Nine.

Now who would like to read the last hand-out?

GET SOMEONE TO READ HAND-OUT 10.
THEN GIVE EVERYONE A COPY.

LGL: NOW TICK THIS BOX ☐

LEARNING GROUP LEADER - IF YOU HAVE NOT ALREADY DONE SO, PLEASE REMEMBER TO GIVE TO YOUR EDUCATION SECRETARY OR POST IN THE ENVELOPE PROVIDED:

ANSWERS TO THE QUESTIONS IN MEETING FIVE ON THE PAPER CALLED "EVALUATION";

A COPY OF YOUR LIST OF PARTICIPANTS; AND

A COPY OF YOUR REGISTER OF ATTENDANCE.

LGL: THANK YOU FOR YOUR WORK.
PLEASE THANK THE GROUP ALSO.

END OF TENTH MEETING AND
END OF COURSE ONE OF THE
CO-OP MEMBER EDUCATION CAMPAIGN

HAND-OUT TEN

"OURSELVES"

MARKETING

These are the 6 main stages of marketing agricultural produce:

- collection from or delivery by producers;
- weighing and grading;
- storage;
- loading;
- transport to main market (such as GMB);
- payment.

HOW TO SOLVE PROBEMS

Some problems cannot be solved; but many can. To start solving a problem in a co-operative:

- discuss with other members of the co-op;
- ask the Committee to consider the matter;
- get advice from outside,
  for example, from the co-op officer.

Then try to reach a decision about what should be done. After the decision, someone should take action. The problem cannot be solved until someone is working on its solution.

SUGGESTED TOPICS FOR AN ELEVENTH MEETING

Go through the pictures again and make a report on this course to the Education Secretary.

Discuss what should be covered in another course and inform the Education Secretary.

Pick one of the meetings, that was especially interesting or difficult, and have it again.

Do the other play from Meeting Nine; or make up a new one.

Pick out our most worrying problem, discuss it, get advice, and decide what to do about it.

Discuss what to do for an "*insimuyabantu*" or "*zunde*" project.

Decide who to invite to the group as a guest.

Decide where to go on a visit.

****

"BRINGING IN THE PRODUCE TO BE WEIGHED"

In this play, the 3 main parts are are:

- a farmer bringing in his produce;
- a friend of the farmer; and
- a clerk at the co-op weighing the produce.

Other members of the learning group can take the parts of other people who are visiting the co-op or also bringing in their produce to be weighed.

The play begins as the farmer arrives with his produce.

This is what might happen at the beginning:

> The farmer and his friend arrive at the depot.
>
> His friend says: *"Look at all the people here already! Let us go and drink a few beers first."*
>
> The farmer replies something like *"That is bad advice, my friend. Let us get on with business first."*
>
> They go into the depot and wait a while. While they are waiting, they ask the other people some questions, like:
>
> *"Have you been waiting a long time? How much maize have you brought in?"*
>
> When it is their turn to reach the counter, the clerk says: *"Good morning. What have you brought? Please put it here, so that I can have it weighed."*
>
> Their produce is weighed and graded. Then they have to get a piece of paper stating how much they brought in. We can imagine that lots of people are asking for attention.

The clerk is very busy, trying to check the produce and write out the papers. He starts to get angry when people are pushing and asking for attention.

Let us pretend that some annoying problem occurs.

For example, some produce gets spilled on the floor and there is an argument about that.

We can invent other problems as well, as the play goes on. Now let us get started and try to make it like a real situation.

PLAY "BRINGING IN THE PRODUCE TO BE WEIGHED"

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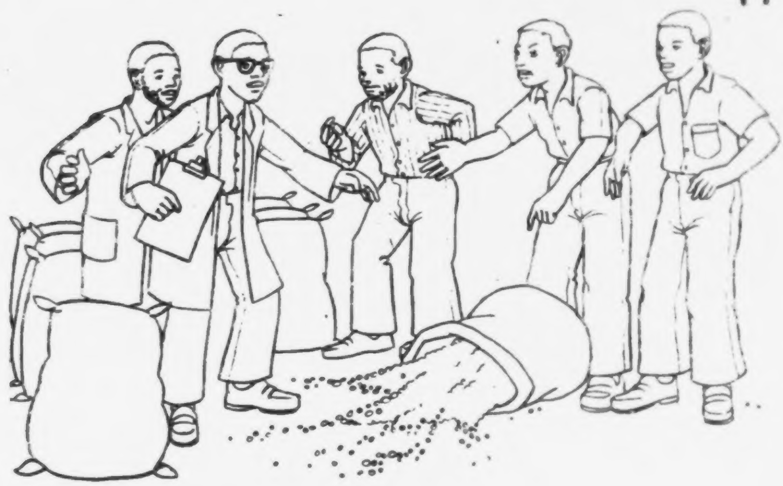

The picture shows some other people doing this play. That may help us to get started.

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OTHER IDEAS FOR PLAYS

1. Persuading a new member to join.

2. Changing the Committee.

3. Arranging transport.

4. The first day on a new *zunde* or *insimuyabantu* project.

5. Someone returning from Harare or Bulawayo, having been away from the co-op for a long time.

6. Discussing the handling charges.

7. Dealing with the problem of a member selling his produce separately - not through the society.

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"LEARNING GROUP'S COMMENTS AND QUESTIONS TO EDUCATION SECRETARY

LEARNING GROUP LEADER

Use this page to write down any comments on the course by the participants in the Learning Group. That includes you, the Learning Group Leader.

You can also write here any questions for the Education Secretary.

CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
LIST OF LEARNING GROUP PARTICIPANTS

LIST OF LEARNING GROUP PARTICIPANTS

NAME OF LEARNING GROUP LEADER ______________________

NAME OF CO-OPERATIVE SOCIETY ______________________

NAME OF EDUCATION SECRETARY ______________________

LEARNING GROUP LEADER: HERE IS AN EXAMPLE OF HOW THE LIST SHOULD BE COMPLETED.

NAME OF PARTICIPANT	MALE OR FEMALE	AGE	MARRIED SINGLE OR WIDOWED	OCCUPATION
John Bhebe	*m*	*30-40*	*m*	*farmer*
Mary Dube	*f*	*under 20*	*s*	*student*
Crystal Munemo	*f*	*40-50*	*m*	*farmer/wife*
Wilfred Simango	*m*	*over 70*	*w*	*retired*

LEARNING GROUP LEADER: NOW COMPLETE THIS LIST FOR YOUR OWN LEARNING GROUP

	NAME OF PARTICIPANT	MALE OR FEMALE	AGE	MARRIED SINGLE OR WIDOWED	OCCUPATION
1					
2					
3					

NAME OF PARTICIPANT	MALE OR FEMALE	AGE	MARRIED SINGLE OR WIDOWED	OCCUPATION
4____________________	__	______	__	________________
5____________________	__	______	__	________________
6____________________	__	______	__	________________
7____________________	__	______	__	________________
8____________________	__	______	__	________________
9____________________	__	______	__	________________
10 ____________________	__	______	__	________________
11____________________	__	______	__	________________
12____________________	__	______	__	________________
13____________________	__	______	__	________________
14____________________	__	______	__	________________

It is unlikely that the learning group will have more than fourteen members; but, if it does, use the remaining spaces here.

15____________________	__	______	__	________________
16____________________	__	______	__	________________
17____________________	__	______	__	________________
18____________________	__	______	__	________________
19____________________	__	______	__	________________
20____________________	__	______	__	________________

NAME OF PARTICIPANT	MALE OR FEMALE	AGE	MARRIED SINGLE OR WIDOWED	OCCUPATION
21____________________	__	________		________________
22____________________	__	________		________________
23____________________	__	________		________________
24____________________	__	________		________________

After the first meeting, copy the numbers and the names onto the Register of Members.

Also, make a copy of this list on the spare sheet.

Then give that list to the Education Secretary. (If you are the Education Secretary, give it to the co-op officer.)

If you have any problems with filling out the list, ask the Education Secretary for help before the next meeting.

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CO-OPERATIVE MEMBER EDUCATION CAMPAIGN
INSTRUCTIONS TO LEARNING GROUP LEADERS
COURSE 1 OF THE CAMPAIGN: "GETTING STARTED"
REGISTER OF ATTENDANCE AT MEETINGS (1985)

****

REGISTER OF ATTENDANCE

****

NAME OF LEARNING GROUP LEADER ______________________________

NAME OF CO-OPERATIVE SOCIETY ______________________________

NAME OF EDUCATION SECRETARY ______________________________

LEARNING GROUP LEADER: HERE IS AN EXAMPLE
OF HOW THE REGISTER SHOULD BE COMPLETED.

NAME OF PARTICIPANT	MEETING NUMBER									
	1	2	3	4	5	6	7	8	9	10
MONTH DATE:	Jan. 23rd	Jan. 30th	Feb. 6th	Feb. 13th	Feb. 20th	Feb. 27th	Mar. 6th	Mar. 13th	Mar. 20th	Mar. 27th
1 John Bhebe	*P*	*P*	*P*	-	-	*P*	*P*	*P*	*P*	*P*
2 Mary Dube	*P*	-	*P*	*P*	*P*	*P*	-	*P*	*P*	*P*
3 Crystal Munemo	*P*	*P*	*P*	*P*	*P*	*P*	*P*	*P*	*P*	*P*
4 Wilfred Simango	*P*	*P*	*P*	-	*P*	-	*P*	*P*	*P*	*P*

You see that the date of each meeting should be written at the top.

Then at each meeting, call out the names of the participants.

If a participant is present, write P under the date of that meeting and against that participant's name.

In the example above, John Bhebe was present for the first 3 meetings. So for the first 3 meetings, P is written against his name.

When someone is absent, just put a dash like this - against his or her name, under the date of the meeting.

In the example, Bhebe was absent for the fourth meeting. A dash - is written against his name, under the fourth meeting, and again under the fifth meeting.

LEARNING GROUP LEADER: NOW COMPLETE THE REGISTER FOR YOUR OWN LEARNING GROUP

REGISTER

MEETING NUMBER

	1	2	3	4	5	6	7	8	9	10
MONTH										
DATE:										
NAME OF PARTICIPANT										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

If there are more than ten participants, use the next page as well.

MEETING NUMBER

	1	2	3	4	5	6	7	8	9	10
MONTH	__	__	__	__	__	__	__	__	__	__
DATE:	__	__	__	__	__	__	__	__	__	__
NAME OF PARTICIPANT										
11 ______________	__	__	__	__	__	__	__	__	__	__
12 ______________	__	__	__	__	__	__	__	__	__	__
13 ______________	__	__	__	__	__	__	__	__	__	__
14 ______________	__	__	__	__	__	__	__	__	__	__
15 ______________	__	__	__	__	__	__	__	__	__	__
16 ______________	__	__	__	__	__	__	__	__	__	__
17 ______________	__	__	__	__	__	__	__	__	__	__
18 ______________	__	__	__	__	__	__	__	__	__	__
19 ______________	__	__	__	__	__	__	__	__	__	__
20 ______________	__	__	__	__	__	__	__	__	__	__
21 ______________	__	__	__	__	__	__	__	__	__	__
22 ______________	__	__	__	__	__	__	__	__	__	__
23 ______________	__	__	__	__	__	__	__	__	__	__
24 ______________	__	__	__	__	__	__	__	__	__	__